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Role of Administration and Development of Education System at Schools Level

¹Usman Sabir*, ² Dr. Khadija Sittar and ³ Dr. Gulshan Fatima Alvi

1. M Phil Scholar, Department of Education, Lahore Leads University, Lahore Pakistan
2. Assistant Professor, Department of Education, Lahore Leads University, Lahore Pakistan
3. Assistant Professor, Department of Education, Lahore Leads University, Lahore Pakistan

| *Corresponding Author | drkhadijasittar@leads.edu.pk |

ABSTRACT

The main purpose of the study was exploring the role of administration for the development of education system in public schools. Any educational system's skill, competency, and persistence in solving persistent social problems in the here and now and planning for unanticipated events in the future determines its continued relevance. The study was quantitative, and data was gathered using the survey approach. All of the 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. 250 instructors were chosen as the study's sample. Data were gathered using a questionnaire that was self-developed. The questionnaire had two sections. The first section focused on demographic factors, and the second on the role of administration in addressing issues related to the growth of the educational system in public schools. The independent samples t-test was employed in inferential statistics to determine the significance of the difference between demographic variables (gender). To examine the differences between demographic factors (experience and qualification), one way ANOVA was used. The findings of study revealevd that there was significant differenece among teacher demographic variables regarding school administration for the development of education. On the bases of finding the study recommended that holding training sessions and educating events to show the qualities of effective school principals.

Introduction

Education goals in Nigeria are consistently in line with the national concept since they are acknowledged as the "instrument par excellence" for national development. Nigeria's primary national objectives are clear statements of what it aspires to be as a nation: (A) a society that is free and democratic; (B) a society that is just and equal; (C) a robust and thriving economy; and (D) a place where everyone has access to opportunity. The education system that is expected to achieve these lofty goals must be directed towards self-realization and effective citizenship via the inculcation of appropriate skills, social abilities, and mental competencies in keeping with the realities of Nigerian society (Edem, & Okon, 2019). Nigeria's national development paradigms are shifting right now, just like they are in most other parts of the world, and international events are dissolving national boundaries. Globalization and commercialization have resulted in massive mergers and job losses. The "knowledge society" is expanding much beyond what experts and educational systems had predicted.

In response, curriculum content is deteriorating due to its inadequacy, relevance, and incongruence with the requirements and difficulties of modern society in light of contemporary global occurrences (Edem & Okon, 2019; Obanya, 2019). High unemployment and rising levels of poverty. At this juncture, it's critical to examine the educational system of the nation and reconstruct it so that it can respond to the whims of time and look towards the future (Fien & UNESCO, 2019). As a result, emphasis should be given to topics that encourage the development of creative thinking, abilities, and talents. According to UNESCO (2018a), there are several crucial factors to take into account for any education that looks to the future, including taking into account global realities, futuristic curriculum, challenge-based learning, and open-ended education that continuously examines the present. The administration has asked that recent student difficulties, whether academic, behavioral, social, or emotional, be swiftly rectified. These issues have affected schools all around the world. The school's ultimate goal, which is to offer a learning environment that can meet the needs of students, teachers, and staff, has become significantly hampered by these problems (Anastasia & Angeliki, 2018). A survey of the literature confirmed Al-Beladi's (2020) claim that male impersonation and cheating are the most common problems among female high school pupils. Additionally, according to Al-Athamna's 2003 study, roaming, distraction, lack of concentration, rebellious behaviour, Among high school students, insubordination, hyperactivity, shyness, social disengagement, and aggressive behavior are the most common problems. Ibrahim (2019) claims that students' most important academic problems include rebellion, aggressive and psychological problems, and a sense of community loss. Jamil (2015) came to the conclusion that the most important behavioral difficulties among students are the hurry and disrespect of the study, the lack of attention, and low academic performance, in contrast to Cryer (2019), who believes that lying is one of the most common behavioral issues among students. According to the study cited above, there are many student concerns in schools. Many of these studies also imply that the school administration may have a significant and clear role to play in resolving these many issues. Education is the key to a growing nation. It cultivates in people a sense of accountability. Education determines how well people understand their responsibilities and how to exercise their individual, societal, and national rights. Raising people's understanding of their responsibilities as citizens of the country and of the globe at large is one of education's goals in terms of empowering people. This realisation encourages a culture of cooperation and trust in society. Education promotes economic progress, which in turn increases people's wealth and capacity to carry out their particular responsibilities in advancing the nation as a whole (Zaki, 2019). Pakistan is a developing country. Its economy is weak. The country is rife with political turmoil. The country is also heavily burdened by deepening social turmoil, mounting political upheaval, rising terrorism, ongoing sectarian slaughter, and economic deterioration. A poor, divided, and fragmented educational system is the root cause of all of these problems, either directly or indirectly.

The Role of Educational Administration in Teacher Education

Good teaching alone does not make a school successful and recognized. One cannot discount the impact a strong administration has on the educational system and the overall development of the kid, even though having exceptional teachers and an outstanding academic team are essential.

The word "administration" does not refer to a specific action or procedure. Planning, organising, directing, coordinating, managing, and performance assessment are just a few of the many tasks that fall under the broad umbrella of administration. The administration of education likewise falls under this criterion (Children & UNICEF, 2020).

Helps teachers concentrate on their work

A robust and efficient administration makes sure that sound rules and procedures have the least disruptive an influence on teaching and learning as feasible. Customized teaching tactics are used to assist students accomplish as highly as possible. These strategies are informed by crucial information such as pastoral data, assessment results, and lesson observations. Data that is updated promptly, made available to instructors, and ensured that they can utilise it and record their observations are all signs of an efficient and successful administration (Zaki, 2019). This frees up instructors from having to deal with the administrative burden needed to acquire such crucial information so they can concentrate on their classes and put the needs of their students first.

Accountability is promoted by administration

The goal of parents choosing a school for their children is to give them the greatest 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. Younger siblings' schools will still be chosen by parents, and they will also propose certain schools to their peers.It is crucial that school administration is well-equipped with all established processes, protocols, and record-keeping for this reason. 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 (Zaki, 2019).

The administration plays a crucial and complex role in the growth of the educational system. In order to manage resources, create regulations, and make sure that educational institutions run smoothly, administrators play a crucial role. Insights into the numerous facets of administration's function in educational progress will be given by this survey of the literature.

Policy Development and Execution

The creation and execution of policies that direct curriculum development, student evaluation, and teacher preparation constitute administration in education (Mintrop, 2015). A suitable learning environment must be created through effective policies.

Resource Allocation

According to Verger et al. (2016), educational administrators have a substantial influence on both the quality and accessibility of education through their allocation of both financial and human resources. For the progress of education, adequate finance and resource distribution are essential.

Educational Leadership

According to Leithwood et al. (2019), school principals and district superintendents have a role in shaping the climate, mission, and general standard of education in their respective areas. For the successful growth of education, strong leadership is essential.

Accountability and Assessment

The development of evaluation frameworks and accountability systems is the responsibility of educational administrators (Ladd, 2017). Education is improved by these systems.

Recruitment and Development of Teachers: According to Ingersoll and Strong (2011), administrators have a key role in the selection, preparation, and assessment of teachers. Students' success depends on effective teachers.

Inclusion and Equity

According to Artiles et al. (2017), educational administrators are essential in fostering inclusion and guaranteeing fair access to education for all students, including those with impairments and those from disadvantaged backgrounds.

Engagement of Parents and Communities

According to Epstein (2018), effective educational systems depend on the cooperation of parents and communities. To assist kids' overall growth, administrators must foster partnerships.

Technology Integration

To improve learning results in the digital era, administrators must incorporate technology into the educational system (Davis & Tearle, 2018). This involves overseeing the infrastructure and digital resources.

Globalization and Internationalization

In order to enhance the quality of education via the sharing of ideas, resources, and best practises, administrators are becoming more and more active in international partnerships and collaborations (Steiner-Khamsi & Waldow, 2012).

Reforms and Obstacles

Challenges including bureaucracy, opposition to change, and political pressures are all part of the administration function in education (Hallinger, 2011). In order to advance reform, administration must successfully navigate these challenges.

Professional Development for Administrators

To keep current on best practises and research in school administration, administrators themselves need continual professional development (Grogan & Shakeshaft, 2011).

In conclusion, administration plays a diverse role in the growth of the educational system, including the establishment of policies, the management of resources, leadership, accountability, and equitable concerns. In order to provide a favourable learning environment that promotes student growth and development, effective educational administration is crucial.

Material and Methods

The study was quantitative in nature, and data collecting involved using a survey approach. All of the 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. 250 instructors were chosen as the study's sample.

Instrumentation

Self-developed questionnaire was used for collected data. The questionnaire was consisted two parts. First part was consisted of demographic variable and second part was consisted on roll of administration to solve the problems for development of education system in public schools.

Data Analysis

The SPSS (Statistical Packages for Social Sciences) programme was used to analyse the data. The data were calculated using inferential statistics. The independent samples t-test was employed in inferential statistics to determine the significance of the difference between demographic variables (gender). To examine the differences between demographic factors (experience and qualification), one way ANOVA was used.

Results and Discussion

Table 1
Independent sample t test identifies the difference between male and female of secondary school teachers regarding school culture

Gender	N	Mean	Std. Deviation	Df	t-value	Sign.
Male	98	113.3878	14.09587	248	5.295	.000
Female	152	101.7632	18.54714			

The table illustrates how the Independent Sample t test distinguishes between secondary school teachers who are male and female with relation to the function of administration in the advancement of the educational system. Males (M=113.3878, SD=14.09587) and females (M=101.7632, SD=18.54714) differed significantly (t=5.295, p=.000). It demonstrates that male and female secondary school pupils differed significantly with regard to the importance of administration to the growth of the educational system.

Table 2
Independent sample t test identifies the difference between male and female of secondary school teachers regarding Organization and Resources

Gender	N	Mean	Std. Deviation	Df	t-value	Sign.
Male	98	18.7449	5.50035	248	3.602	.000
Female	152	16.6053	3.88435			

The table illustrates how the Independent Sample t test distinguishes between secondary school teachers who are male and female with relation to the function of administration in the growth of the educational system and its factors Organization and Resources. Males (M=18.7449, SD=5.50035) and females (M=16.6053, SD=3.88435) differed significantly (t=3.602, p=.000). It demonstrates that male and female secondary school pupils differed significantly with regard to the function of administration in the growth of the educational system and its components, Organization and Resources.

Table 3
Independent sample t test identifies the difference between male and female of secondary school teachers regarding teaching problems

Gender	N	Mean	Std. Deviation	df	t-value	Sign.

Male	98	19.1939	3.50157	248	7.408	.000
Female	152	15.7171	3.99241			

According to the table, the function of administration in the growth of the educational system and its influence on teaching issues differs between secondary school instructors who are male and female. Males (M=19.1939, SD=3.50157) and females (M=15.7171, SD=3.99241) differed significantly (t=7.408, p=.000). It demonstrates that there were notable differences between male and female secondary school pupils with regard to the function of administration in the growth of the educational system and its influence on instructional issues.

Table 4
One-way ANOVA identifies the difference of secondary school culture regarding school culture on the bases of qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	71.578	58	1.234	3.907	.000
Within Groups	60.326	191	.316		
Total	131.904	249			

Table shows the One-way ANOVA identifies the difference of secondary school teachers regarding their qualification. Results indicated that there was significant difference *df(249)*= 3.907, *p*=.000 in school culture on the bases of qualification (B.A/B.Sc, M.A/MSc, Mphil, PhD). It is concluded that there was significant difference in role of administration in school culture on the bases of qualification.

Table 5
One-way ANOVA identifies the difference of secondary teachers regarding organization and resources on the bases of qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	388.209	3	129.403	6.245	.000
Within Groups	5097.507	246	20.722		
Total	5485.716	249			

Table shows the One-way ANOVA identifies the difference of secondary school teachers regarding their qualification. Results indicated that there was significant difference *df(249)*= 6.245, *p*=.000 in organization and resources on the bases of qualification (B.A/B.Sc, M.A/MSc, Mphil, PhD). It is concluded that there was significant difference in role of administration in organization and resources on the bases of qualification.

Table 6
One-way ANOVA identifies the difference of secondary teachers regarding teaching problem on the bases of qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	182.895	3	60.965	3.628	.014
Within Groups	4133.505	246	16.803		
Total	4316.400	249			

Table shows the One-way ANOVA identifies the difference of secondary school teachers regarding their qualification. Results indicated that there was significant difference *df(249)*= 3.628, *p*=.014 in teaching problem on the bases of qualification (B.A/B.Sc, M.A/MSc, Mphil, PhD). It is concluded that there was significant difference in role of administration in teaching problem on the bases of qualification.

Table 7
One-way ANOVA identifies the difference of secondary school teachers regarding school culture on the bases of experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	101.260	58	1.746	3.195	.000
Within Groups	104.356	191	.546		
Total	205.616	249			

Table shows the One-way ANOVA identifies the difference of secondary school teachers regarding their experience. Results indicated that there was significant difference *df(249)*= 3.195, *p*=.000 in school culture on the bases of experience (less than 5 years, 6-10 years, 11-15 years, above 16 years). It is concluded that there was significant difference in role of administration in school culture on the bases of experience.

Table 8
One-way ANOVA identifies the difference of secondary school teachers regarding organization and resource on the bases of experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.166	3	.722	.032	.992
Within Groups	5483.550	246	22.291		
Total	5485.716	249			

Table shows the One-way ANOVA identifies the difference of secondary school teachers regarding their experience. Results indicated that there was no significant difference $df(249)$= .032, p=.992 in organization and resource on the bases of experience (less than 5 years, 6-10 years, 11-15 years, above 16 years). It is concluded that there was significant difference in role of administration in organization and resource on the bases of experience.

Table 9
One-way ANOVA identifies the difference of secondary school regarding teaching problems on the bases of experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	70.270	3	23.423	1.357	.257
Within Groups	4246.130	246	17.261		
Total	4316.400	249			

Table shows the One-way ANOVA identifies the difference of secondary school teachers regarding their experience. Results indicated that there was no significant difference $df(249)$= 1.357, p=.257 in teaching problems on the bases of experience (less than 5 years, 6-10 years, 11-15 years, above 16 years). It is concluded that there was no significant difference in role of administration in teaching problems on the bases of experience.

Discussion

The findings of the study were exploring the roll of administration to solve the problem of teacher at secondary level. Administrative traits included extensive regulatory knowledge, leadership abilities, the ability to take initiative, a broad vision, and persuasive abilities. Additionally, they possess professional abilities such as thorough understanding of curriculum and rules, successful management skills, the capacity to make unbiased and objective choices, and the capacity to inspire instructors and pupils when necessary. A good grasp of school reform should enable competent school administrators, in Martineau's (2012) opinion, to enhance the school's mission and alter its curriculum. Additionally, socially notable people are required of school principals. This result is consistent with the findings of Lopez, Gonzalez, and Fierro's (2006) study, which found that effective educational leadership necessitates kindness, compassion, and strong communication abilities. These abilities are crucial for school leaders to have because they help teachers become more motivated to participate in all aspects of the school (Brighouse & Woods, 1999; Stockard & Lehman, 2004), which in turn helps teachers be more successful. The principal's closest colleagues are the vice principals of the schools. Vice principals at schools had to be good communicators, follow directions and official correspondence, and act modestly in front of parents and employees. Vice principals were expected to possess similar managerial and professional qualities to school principals, such as in-depth knowledge and leadership skills, as these qualities not only enable them to work well with teachers and the principals but also enable them to manage difficult tasks when the principal is not present. Another objective was to "be able to make decisions without having to consult school principals on everything." Having a big picture

perspective, getting outside help, inspiring staff members, offering them advice, and building strong connections with superiors are all crucial qualities in school growth.

Another quality is the capacity to establish a sense of "us." Similar to this, a great deal of research has shown that under the direction of good schoolsinternal competence will be strengthened by a democratic decision-making process (Lambert, 2003; Leithwood, 1992; Wehlage, Rutter, & Turnbaugh, 1987). In conclusion, school administrators significantly contribute to the success of a school by building a culture of cooperation with their teams and promoting staff collaboration (Suber, 2012). Effective leaders are also, by definition, self-assured in their judgements as well as in the capabilities and successes of the company in which they work (Day et al., 2001). Good leaders must create a common vision, devise specific terms to carry it out, and motivate commitment to the continual work necessary to promote learning (Kirk & Jones, 2004). The efforts of schools that work towards a common objective, have an efficient curriculum, have cooperation guidelines in place, and accept accountability for one another's academic success are fruitful and inspirational (Balc, 2011).

Recommendations

- Holding training sessions and educating events to show the qualities of effective school principals.
- Establishing academic institutions to train administrators.
- Making unbiased hiring and training criteria for school administrators and upholding
- them.
- Determining the requirements of effective schools and launching campaigns to promote their wider adoption.

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