A RESEARCH PROGRAM OF THE ASIAN NETWORK OF TRAINING AND RESEARCH INSTITUTIONS IN EDUCATIONAL PLANNING (ANTRIEP)

Case Studies on Successful School Management

Concern for quality improvement coupled with decentralization of educational governance and introduction of school-based management has brought into focus the importance of effective school management in general and the role of the school head in particular. Consequently the school management framework in many countries of the region is undergoing significant transformation with direct implications for in- school- management processes, community school linkages, the role of the head teacher as well as external support and accountability mechanisms. While some measures to improve school management could be initiated through system -wide reforms, several others require a focusing on local level efforts nearer to the school site. Though the nature of changes will vary among different countries, the move to redefine the roles of different stakeholders in the management of schools is easily discernible in both developed and developing countries.

Several questions are worth examining in more detail. What measures really lead to a significant change in the school management process? How have various measures influenced the roles of the head teachers? Do the changes have system-wide implications? Are they sustainable in the long run? Which of the changes are school specific innovations? Are there lessons elements emerging from these innovations that could be adopted for on a large scale adoption? These questions are of direct relevance for ensuring that the initiatives help improve the quality of schooling, in terms of effectiveness of the instructional processes and also with regard to improving management processes at the school level. It is proposed that to explore these and other related issues be explored in different countries of Asia through the member institutions of ANTRIEP.

Objectives

Against this background, the ANTRIEP program proposes to undertake case studies of successful school management in selected countries of Asia. The specific objective of the case studies is to develop a critical understanding of the characteristics of successful school management practices and strategies in different countries and to clarify how such practices and strategies can be adopted in different contexts.

The ultimate objective of the research programme is to inform institutions on how to build school leaders' capacities of school leaders in order to improve school management. It is envisaged that the case studies would subsequently help us to design training activities appropriate to different country contexts.

Types of Case Studyies

Keeping the overall purpose in viewmind, three types of case studies have been visualized, as indicated in the following:.

(a) Macro level initiatives leading to changes in the country's system of school management in the country would form the first category of case studies. These initiatives could be major policy reform measures or national level efforts to initiate changes that directly impinge on the way schools are managed, with particular reference to head teachers. Such measures could include the introduction of school improvement planning, the setting up of school managing committees or school governing boards, new practices regarding teacher and school evaluation and other innovative accountability measures.

(b) The second category of case studies could deal with a number of projects that have emerged to reshape the role of the school heads and thereby improve school functioning. Some of these could be large-scale initiatives designed and implemented by government agencies while others could be small-scale projects implemented with the help and involvement of NGOs. The choice of the projects would will be based on their effective potential to transform the school management processes and eventually redefine the role of the head teachers.

(c) The third set would consist of "institutional" case studies covering only one or a few schools. This would involve identifying specific schools that have successfully improved the school management process through their own initiative (action projects or specific innovations). These can be very different schools: primary or secondary, urban or rural, and with small or large enrollment of children. It is important that the success thus obtained has shown to be sustainable.

Focus Areas for Case Studies

The main focus of each case study will have to be decided on the basis of contextual factors at national and school levels. However, based on the review of developments currently taking place in different countries, it is proposed that one or more of the following five areas, which are known to have a significant impact on the quality of a school could form the focus of the case studies:. These areas also are known to have a significant impact on the quality of a school.

(i)   Internal management of the school: Studies in this area will concentrate on different dimensions of in-school management, both academic and administrative, and on the

effective roles played by different actors in the management of human, physical and financial resources and of pedagogical matters. It can address issues such as: how to ensure active teacher participation in setting school policies and priorities; or what are the characteristics of successful school boards, and so on.

(ii)   Roles and Functions of head teachers: As already noted, the head teacher occupies a central place in any effort to improve school management. The current thrust to decentralize educational governance and giveing greater autonomy to the schools has raised further expectations on the management skills and leadership capabilities of the school heads. Specific case studies could therefore focus on profiling the characteristics of effective school principals, the roles they actually play in school management and on their innovative experiments to improve the performance of their schools.

(iii)   School-Community Linkage: Studies have clearly demonstrated the importance of community participation in improving school management. This has come in sharper focus under the spotlight in recent years with increased emphasis on school-based management and school development planning. Understanding the dynamics of community-school linkages in school management will be one of the critical areas to be dealt with by the case studies. The focus will be on different processes adopted for ensuring effective community involvement and on the mechanisms put in place for this purpose such as PTAs, school governing boards and school management committees.

(iv)   External Support for Strengthening School Management: Schools function as units of a larger system of education. Therefore the relationship between the school and the representatives of the larger system (e.g. the district offices and the supervisors) and the support mechanisms operating to monitor and strengthen school functioning could form part of the analysis. An attempt should be made in these case studies to include not only the traditional systems of school supervision but also the emerging structures such as school clusters, resource centres and so on.

(v)   School Evaluation and Accountability: Enhanced attention to school development planning and the corresponding provision of greater freedom and authority being vested for institutional management at the school level for institutional management has demanded increased emphasis on assessing school performance in a systematic manner. In this context many countries are examining the scope for establishing independent mechanisms for school evaluation and accountability, while others are putting greater trust in the school itself to undertake its own evaluation. This aspect could form an important part of the school management case studies of school management.

Method of Study:

Some of the studies could involve carrying out desk based reviews of innovative efforts to transform the school management processes. It is clearly envisaged that the studies will not involve any large-scale surveys, as some broad reviews of the school management system and the roles of head teachers have already been done during the last 2-3 years by various ANTRIEP member institutions. The purpose of conducting the case studies is to go deeper into the phenomenon at the school level and understand the underlying dynamics of change and transformation. The field work would therefore largely be based on capturing stakeholder narratives, focus group discussions, structured and unstructured interviews, participatory information gathering, some school observation and so on. The choice of the methods of investigation and reporting should be guided by the fact that they will eventually help design capacity building of school heads and other concerned individuals in school management.

Organization of the Case Studies

Overall coordination of the whole exercise will be the responsibility of the International Institute of Educational Planning, UNESCO, Paris. Specific case studies will be conducted by the ANTRIEP member institutions in three stages as indicated below:

Preparatory Stage: In this first stage, each member institution will be asked to prepare a detailed draft proposal specifying the theme and types of case studyies to be undertaken. While selecting a topic, the institute will need to keep in mind the specific country situations and the expertise available within the participating institution.

Design Stage: Careful designing of the case studies will be critical. These studies are qualitative in nature and their validity depends strongly on the reliability of the data collection. They also have to form the basis of capacity- building activities for school heads in various countries of the region. The study design will, to a great extent, depend on the nature of the topic and various contextual factors. It is proposed that the preliminary proposals will be shared among the participating member institutions and the design of the Case Studies will be finalized in a Technical Workshop to be organized for all the members during the first half of 2003. The Workshop will also ensure that the case studies together will comprehensively cover various aspects of School Management and the Role of the Head Teachers.

Implementation and Reporting Stage: Actual implementation and preparation of case studies will be done using the country's available expertisein the country both from within the member institutions and outside, and based on the study designs finalized in the Technical Workshop. It is envisaged that a continuous sharing and mutual exchange of experience will take place among various participating institutions electronically through out the period of field work and report writing. Upon completion of the studies, the possibility of a second workshop to exchange and discuss reports will be looked atexamined.

BANGLADESH RURAL ADVANCEMENT COMMITTEE (BRAC), DHAKA, BANGLADESH

Successful School Management: Case Studies on Formal and Non-formal Primary Schools in Bangladesh

Bangladesh is a densely populated South Asian country. It ranks 145th among 173 countries in the HDI league table of the UNDP. The adult literacy rate is only 41.6% with greater differences between urban and rural population and males and females. There are eleven types of primary schools in the country. These may be formal, non-formal, Bangla medium, English medium and religious. Five years cycle of primary education is free and compulsory by law. However, parents are to bear a higher amount of private costs especially for school supplies and private tutors. The net enrolment rate at primary level is nearly 80%, with 72% completing the five-year cycle of primary education. Quality of education in terms of competencies achievement of the students is poor. Over crowded classrooms, lack of discipline and managerial skills and poor teaching learning process are major factors in such poor performance of the schools.

State owned primary schools are the major provider of primary education in the country. Of the total children enrolled in all types of primary schools, about two-thirds is covered by the government primary schools. Total number of schools of this type is 37,709. These schools are fully managed by the government and the teachers are public servants. Full salary of the teachers and management costs of the schools come from the state funds. District and sub-district level government officials supervise these schools. There is provision of school management committee in each school. Day-to-day management of the schools are the responsibility of such committee. Education is free in these schools and the students receive free textbooks from the State. National Curriculum and Textbook Board (NCTB) of the government is responsible for preparing the curriculum and the textbooks for these schools. There is a provision of 11-month long foundation training for the teachers of these schools.

The non-governmental organisations (NGOs) have been supplementing in the primary education initiatives of the government through their non-formal primary schools. Over seven percent of the total children of primary classes enrol in NGO operated schools, of which about three quarters in BRAC schools. BRAC, a national NGO, has been operating non-formal primary education (NFPE) programme since 1985. These schools are not similar to that of the formal system in the country, however it follows the formal school curriculum of NCTB. BRAC schools are one-teacher schools with a classroom and 33 students. A cohort of 33 students enrol in BRAC schools in Class I at the beginning of an academic year and completes the whole curriculum of five academic years within a time span of four calendar years. This means that one teacher teaches all the subjects of five aca-

demic years to a cohort of 33 students. BRAC's own textbooks are used for Classes I to III, however NCTB prepared textbooks are used for Classes IV and V. The teachers are mostly female with at least 10 years of schooling, generally taken from the same village. They are provided a foundation training of two weeks and refreshers courses once a month. A cadre of programme organisers, each having responsible of 12 to 14 schools, directly supervises the school activities. There are also area, region and head quarter level officials for proper management of the programme. Children aged 8-10 years, affiliated with non-educated and economically poorer families are the targets of the BRAC schools. A total of 34,000 schools are currently in operation covering 1.1 million children. Up to December 2002, 2.4 million children completed course from 80,437 BRAC schools.

BRAC education programme is known as a successful programme as an alternative way of spreading primary education. It is because it ensured girls participation in education and reduced dropout during the cycle. Over 66% of the students in BRAC schools are girls and dropout rate is as below as 2%. Community participation is ensured through regular parent-teacher meetings. Recent researches under the Education Watch showed that students of BRAC schools came from the poorer families than those of other primary schools in the country. BRAC school students do not require help from the private tutor as like as the formal school students require. However, the students of BRAC schools acquired more competencies than those of other schools. On the other hand, government primary schools are the prime means of providing primary education in the country. Success and failures of these schools impacts much on the overall situation of primary education in the country. Thus, research on both the types of schools is important in the context of Education for All.

It is not easy for any education programme to run all the schools with equal performance. Students' performance study of the Education Watch showed that schools varied substantially in the test results. Such variation is even greater in the non-formal system. In their day-to-day operation, both BRAC and the government schools are categorised on the basis of some indicators of good performance. Here the question is why some schools are doing very good and some are not, even all are under the same umbrella. Multiple regression analysis predicting competencies achievement of the students, separately done for both the types, showed that schools nearer to the local authority, having SMC meeting regularly, frequent school visit by the local authority, parents meetings with the teacher, frequent training for the teachers, and educational qualifications of the teachers are the main predictors of schools success. This study lacks how does management functions in students learning achievement. Moreover, a school's success cannot be measured only through measuring students achievements following a quantitative approach. A qualitative approach to know the process of such success is also important. Internal and external support system in managing the schools, role and functions of the management bodies, role of the school heads, their accountability and role of school evaluation system in school improvement were not explored in the above mentioned study.

Objectives

The main objective of this study is to explore how 'successful primary schools' are becoming successful as a unit of quality assurance body in the field of primary education in Bangladesh. In this respect, only above-mentioned two types of schools, State owned and BRAC run, will be considered. The specific objectives are to explore:

a) Different dimensions of school management, both academic and administrative;
b) Various roles played by different actors such as teachers, school heads, and sub-district level education officials, and how these actors set policies for the schools (for State owned schools only);
c) Various roles played by different actors such as teacher, programme organiser, team-in-charge, area, regional and central level managers, and how these managers set policies for the schools (for BRAC schools only);
d) Linkages between grassroots level and central level management regarding policy matters;
e) How community participation is ensured in school matters;
f) Financial management of the schools;
g) Role of school evaluation system in grassroots to central level school management;
h) To what extent management system is outcome oriented; and
i) How the system is accountable to parents and the society at large.

Methodology and Instruments

Qualitative research techniques would broadly be used in order to carrying out the study. For BRAC, two case studies would be done centring two programme organisers (POs), preferably from two different locations in the country. The POs would be selected on the basis of the reports of the monitoring unit and the school evaluation system of the programme. On the other hand, for the State owned schools, two successful schools will be considered from the same areas (sub-districts) where the BRAC schools would be selected. The sub-district level education officers will be asked to identify the schools on the basis of their school evaluation system. For State own system, one school with a male head teacher and another with a female head will be chosen. Similarly for BRAC programme, one male PO and one female PO will be investigated.

Each case study would include classroom observation, observation of parent-teacher meeting and sub-cluster/monthly refreshers training, interview of the teachers, head teachers/programme organisers, and sub-district and district level officials/managers. Some of the parents and the central level officials may also be interviewed as per necessary. Focus Group Discussions (FGDs) would also be done with some of the groups. Separate checklists would be used for each of the interviews, observations and FGDs. The checklists would contain questions on the issues mentioned in the objectives section. School records related to management and performance of the students would also be scanned.

The data will be analysed in two ways. Firstly, information on each school would be analysed. Secondly, a cross-case analysis of the findings would be done. Discussions of the results would also be there.

Expected Results

The findings of the study would be presented preferably in a report, which would be narrative in nature. If necessary, two separate reports would be prepared for two types of schools. The report would contain five chapters. These are introduction, objective, methodology, results, and discussion and policy recommendation. A tentative outline of the report is as follows:

· Introduction (the issue of school management, primary education provision in
· Bangladesh, the formal and non-formal schools, and rationale of the study)
· Objectives
· Methodology (general approach of the study, selection of cases, data collection techniques and process, data analysis methods, and strengths and weaknesses)
· Results (the standalone cases with some background of the schools, and cross-case analysis)
· Discussions and policy recommendations

Dissemination of the findings would be done in various ways. Before finalising the report a workshop would be arranged for the teachers and the head teachers/programme organisers of the schools under study. Seminar presentation would be done for the higher management of the programme and the regional managers of BRAC education programme. At the international level, the findings would be shared among the ANTRIEP member organisers and one or two papers would be prepared for journals.

Operational Plan

The research would start in May 2003 and would take about eight months to be completed. The timeline for different activities is as follows:

Activities	Duration	Timeline
Preparatory activities including checklist preparation, school selection and recruitment of research assistants	2 weeks	May 1-15, 2003
Field work	12 weeks	May 16-August 15, 2003
Data organisation	2 weeks	August 16-30, 2003
Data analysis and preliminary report preparation	8 weeks	September-October, 2003
Participation in ANTRIEP workshop	1 week	November 1-7, 2003
Preparation of final report	7 weeks	November 8-December 30, 2003

Four persons would be required for this study. Two senior education researchers of the Research and Evaluation Division of BRAC would play role of core researchers of the study. Besides two temporary research assistants having degree in education and experience in qualitative research would be recruited especially for the fieldwork and related activities.

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SOUTH EAST ASIAN MINISTERS OF EDUCATION ORGANISATION, REGIONAL CENTRE FOR EDUCATIONAL INNOVATION AND TECHNOLOGY, SEAMEO INNOTECH, PHILLIPPINES

Case Studies on Successful School Management Project

Objectives of the Case Study

The general objective of the case study is to shed light on the successful management of schools and what makes school heads successful. In other words, the case study will describe, analyze and synthesize what successful management does, how does it do it, what does it possess in terms of characteristics that make a significant difference in their job performance, what mechanisms are in place to strengthen the functioning of the school, what external support mechanisms, systems and structures are in place to improve and strengthen the operations of the school, and what school evaluation, improvement and accountability systems are put in place to make the school more effective.

This case study belongs to the third type—an examination of a group of schools considered successful and addressing the question: what explains the success of these schools? The primary focus of the case study will be the roles and functions of school heads as well as the contextual factors (school and community) that facilitate the principals' successful discharge of their various leadership and management roles and functions. Where it is important to come up with a holistic picture of successful school management, the case study will also examine the internal management of the school, the external support for improving and strengthening school management and the school evaluation, improvement and accountability system in operation.

Specifically, the case study aims to

· Understand how specific schools improve and what makes them successful;
· Examine what the school's management does in this respect; and
· Highlight the particular strategies, innovations, devices on which the school's management relies.

Analytical Framework

In undertaking the case studies, an analytical framework agreed upon during the ANTRIEP Workshop on Case Studies on Successful Management conducted in Bangladesh last April 6 – 10, 2003 will be used. Below is the diagram of the analytical framework.

Framework for analysing school functioning
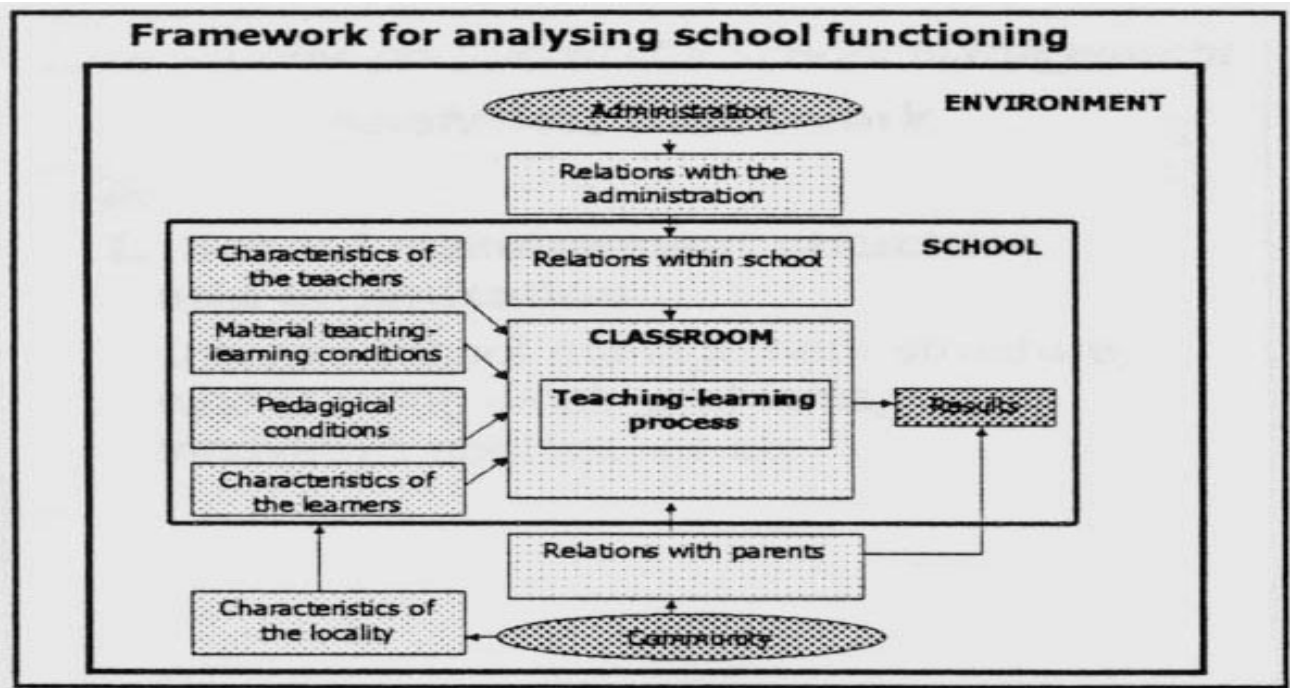
Outline of the Report

Based on the framework, the following outline will be used in the preparation of the case study report:

Section 1 – Rationale why the School is Chosen as a Case Study Unit.

Why is this school an effective school? What are the criteria used in the selection of effective schools? Among the so many effective schools, why is this particular school chosen?

Section 2 –   School Profile

The following components will be included in this section:

a. *Historical background of the school including location served by the school* – A brief description of the history of the school including the community served by the school: its size, whether urban or rural and other demographic and socio-economic indicators.

b. *Physical and material condition of the school* – buildings and equipment; educational means at the disposal of the teachers (collective classroom equipment, pedagogical guides and documentation); educational means at the disposal of the learners (furniture, textbooks, reading materials, etc.); teaching-learning conditions such as class size, class groupings, and class timetable, among others.

c. The Learners – basic statistics about the distribution of the learners by grade, age and gender, their socio-economic background (cultural, language and other ethnic-related characteristics, if possible). This will also include description of distance between homes and school and other relevant information as possible reasons for absenteeism in school

d. *The Teachers* – basic statistics about the distribution of teachers by qualification, gender, workload, number of years of experience/service in the school, and their involvement in the community. Professional development opportunities available for teachers as initiated by their school heads and otherwise will also be included.

e. *Basic educational indicators* – enrollment, number of classes, number of classrooms, number of teachers, repetition rate, drop out rate, cohort-survival rate, success rate at national examinations and other relevant indicators.

Section 3 – The School Management Structure and Organization

How is the internal school management organized? What internal management structures (financial, physical resources, teacher, pedagogical) are present in the school? Who are the different actors involved and what are their precise roles in the different areas?

What does the head teacher consider as the most difficult area of management and why? How is he/she able to overcome the difficulties?

Section 4 –   Role of the Head Teacher

a. *Profile of the head teacher* – individual characteristics (age, gender, family background), qualification, professional experience, special training for headship, level of motivation, duration of service in the present school

b. *Head teacher's opinion about the school and his/her role* – how the head teacher considers his/her school? What are the important changes the school has experienced during recent years? What kinds of changes are there and what brought about the changes? What are the main challenges the school is facing today? What specific interventions did he/she recently undertake to improve the school or make it better?

Does the head teacher have a clear idea about what is expected from him/her? How does the head teacher perceive his/her role as a head teacher? What does he/she consider to be his/her priority functions and why?

c. Head teacher's management of time – average number of working hours per week; distribution of percentage of time for different tasks (administrative, supervision, public relations, teaching, etc.) in a typical day or week; comments/views about the distribution of time on tasks; changes he/she would like to see

Section 5 – Management of Specific Relations

a. Management of teaching-learning processes – efficient uses of time in the school, in general and in the classrooms, in particular; teaching style – well structured? teacher/learner-centered? Interactive? Collaborative?; regularity of homework; type of feedback given; regularity of assessment; uses of assessment results; remedial instructions

b. Relations with teachers

- Supervision/control of teachers – how does the school ensure that teachers per form their work effectively? What mechanisms are in place to control attendance, punctuality, work planning and lesson preparation, teaching practices, and involvement in non-academic matters?

- Support – what kind of support and guidance is being provided to teachers in school? Who is providing support and how? What specific role does the school head play?

- Mobilization – what, if any, is being done by the school to keep the teachers motivated? What incentives (financial, moral, etc.), are provided to the teachers? What keeps them to their job?

- Involvement of teachers in management – to what extent and how are teachers participating in decision-making? In what areas (academic, administrative, etc.) are they involve in decision-making? How is the participation or non-participation of teachers perceived by school head and teachers?

- Relations between teachers as it affect management of school – how are the relations between teachers in general? How does this affect school management? To what extent do teachers cooperate? How and in what areas? Is there some form of peer learning, peer reviewing, peer support, team building? Are these encouraged, supported or exploited by school management?

c. Relations with Learners – how are learners managed in school by the school head and teachers (friendly, inspiring, guiding, emphatic, encouraging, controlling, authoritarian, conflicting)? How does management handle conflict among students? Are learners involved in managing certain aspects of the school functioning? Are there any special initiatives worth mentioning? How do learners feel about the way the school is managed? Are they satisfied/dissatisfied? If so, why?

d. Relations with Parents and Community

- Relations between the staff and the parents – to what extent do teachers know the parents of their pupils (proportion of parents they know)? Does the school make any special efforts to

reach out (educate/orient) the parents? Does the school organize regular meetings with the parents? What is the purpose of these meetings? How many parents attend? What is being discussed? Do teachers meet parents individually and how often? Who takes the initiative and what is the purpose? How do parents get access to school information? Are there any formal mechanisms of individual feedback between the school and the parents on assessment results, feedback on homework, etc.? How teachers perceive the parents and how do parents perceive the school and the teachers?

- Involvement of parents in school activities – to what extent are parents involved in specific school activities? In what kind of activities (academic, management, fund-rais ing, co-curricular, discipline, etc.)? What is the impact of parental involvement in school activities? How is parental involvement perceived by different actors?

- Adaptation of the school to the local needs and conditions – to what extent does the school able to adapt to local needs and conditions and how (in terms of curriculum, language use, organization, integration of local resources/wisdom, extra curricular activities, etc)? Is there a feeling of ownership among the community members re garding the school?

- Formal arrangements and procedures for parents/community involvement in the school management (school board, PTA, etc.)? Who are the members? How representa tive? Is selection voluntary or mandated? What is the internal organization? How often do they meet? How long are the meetings? What is being discussed? What are the management area in which the school board and/or PTA intervenes (learner atten dance, discipline, teachers' presence, infrastructure maintenance, financial manage ment, extra-curricular activities, social welfare activities, pedagogical matters)? To what extent does board/PTA exert a real influence? How is their roles perceived by different actors (school head, teachers, parents, learners, community members)? In what way is the local government involved in school management?

e. *Relations with the Administration* – What is the situation of the school in terms of autonomy to take decisions in specific management areas (financial, administrative, academic) e.g., mobilization and use of resources, teacher recruitment and dismissal, student sanctioning, selection of textbooks, etc.? What is the level of the school's autonomy? Is the level according to status (private, public, community-based)? Has there been any recent change in this respect? If yes, what are these changes? What has been its impact? What is the opinion of head teachers and teachers about more school autonomy? Would they like to see more? And if yes, in what areas?

f. *External supervision* – what is the extent of external supervision in the school and how does the school benefit from this?

- External control – frequency of external control visits during last or current year? Who provides/conducts external control and how long/often? What is the focus of the visits (indi vidual teachers, the school or both) and what types of visits (full inspection, short visits) are conducted? What is its main emphasis (administrative, pedagogical)? What happens

during these visits? How useful are these visits based on the perception of the teachers and school head? Is external control possibly linked with internal school evaluation?

- External support – this can consist of direct advice given by supervisors and/or advisors during visits, pedagogical meetings and seminars, in service training courses, etc. It can also be provided by resource centers, school clusters, master teachers, etc.. How much external support did the school receive during last year or current year? How often and in what form? Who are involved and what are its emphases? How useful are these based on the perception of teachers and school head? What are the suggestions for improve ment?

Section 6 – Management Devices

a. School development planning – does the school have a clear focus of what it wants to achieve? Does it have a school development plan? If yes, how does the school prepare the plan? Who are involved? What are its objectives? To what do these objectives relate (infrastructure, teacher behavior, learner absenteeism, student achievement, etc)? Does it have specific activities to be carried out and how? How is the plan used (e.g., as an instrument for mobilization and monitoring)? If yes, how? If not, to what extent can achievement orientation still be identified in school? What are the means being used to create such achievement orientation (a productive climate and culture)?

b. Evaluation and Accountability Devices

- School evaluation – does the school undertakes a form of a self-evaluation process car ried out by the school itself (staff and sometimes school board and parents) and is this linked to school developmental planning? Are there any other types of school evalua tion taking place in the school? If yes, how is it being done? Who are involved and what are their roles? What is covered in the evaluation? How is it linked to school improve ment objectives?
- Standardized national tests and examinations – Do they exist? And if yes, at what level and what is the main purpose? What kind of feedback does the school receive? How does the school use the results for quality improvement purposes?
- School accountability – to whom does the school feel accountable to (the system, the parents and community, the learners, other stakeholders)? What mechanisms are put in place, if any, to ensure school accountability?

Methodology

Selection of Schools

Nonprobabilistic, purposive, purposeful or criterion-based sampling will be the sampling strategy to be adopted for this case study. More particularly, the schools awarded as the most effective schools for the last three years will be used as the sampling frame. These schools will be ranked based on their performance in the national standardized test and the highest two schools will be taken, one elementary school and one secondary school. The following criteria will be used in the selection of

sample schools from the sampling frame:

- · The school is a public elementary or secondary school recognized as a well-managed school for the last three years.
- · The school has been consistently rated by school authorities as an outstanding school.
- · The school has been a recipient of award(s) as an effective school.
- · For the last three years, the school's academic and non-academic performance has been consistently much higher than that of other schools in the division.
- · Parents, teachers, even students, talk positively about the school.
- · The school must consent to be the subject of the case study.

Data Collection Methods and Sources of Data

The case study will mainly use in-depth interview with key informants and focus group interview as the main data gathering techniques. Review of documents, on-site observations and use of unobtrusive data gathering procedures will also be utilized. The following are the sources of data for this case study research: school heads, teachers, learners, parents, other community members, local/national officials, system staff such as supervisors, and other officials with transactions to the school. Documents, school records, and other secondary data sources and materials will also be included as data sources.

The following data gathering instruments will be used:

- · In-depth interview guide for the school principal and other selected key informants such as PTA officers, community leaders;
- · Focus group discussion guide for teachers, students and parents;
- · Guide for observing the principal on-site as he goes about performing the different leadership and management functions and processes;
- · Guide for documentary analysis
- · Scales and checklists
- · Photo camera and video tape recorders

Data Analysis Procedures

As this is a case study research, the main data analysis procedure would be qualitative. However, in sections where there is need to present quantitative data, quantitative analysis will be used. To ensure the internal validity of the case study research, the following will be undertaken:

- · Triangulation — This means using several sources of data to confirm the emerging findings about the successful school management system.
- · Member checks — This means taking the data and interpretation back to the school principal, teachers, parents, students and community leaders, in other words from where the data were derived and asking them if the case study results are believable.
- · Peer examination—This means asking other case study researcher-colleagues to comment on the findings as they emerge.
- · Researcher's bias—This means clarifying the case study researcher's assumptions, worldview and orientation at the beginning of the case study.

The following techniques will be adopted to ensure that the findings of the case study are dependable:

· Explain the assumptions behind the study, the basis for selecting the key informants, a de scription of them and the social context from which the case study data were collected
· Triangulate the data sources or methods of data collection.
· Describe in detail how the data were collected, how categories were derived, and how deci sions were made throughout the case study.

Lessons to be Learnt from Undertaking the Study

Undertaking this case study will provide insights into the different leadership and management roles, functions and processes as they are performed and practiced by successful school heads. From these insights will evolve a theory or hypothesis on effective leadership and management of schools in the Philippine context. From these insights, too, will evolve a context-based curriculum for training of prospective school heads prior to assuming their posts as school heads. Undertaking the case study is a rare opportunity for the ANTRIEP member institutions and their staff who will be involved in this project to further develop their capability in conducting researches that are more qualitative in nature and methodology. It is common knowledge that the conduct of research for so many years has been dominated by the statistical, quantitative-oriented paradigm that many of the researchers based in the ANTRIEP institutions as elsewhere were educated and trained with this dominant paradigm in mind. This case study, which is a qualitative research strategy, will be a value added to the stock of knowledge and expertise available in the ANTRIEP member institutions.

Time Table for Conducting the 2 Case Studies

The two case studies will be completed within a period of 10 months, assuming simultaneous un- dertaking of the two case studies. The case study will start in June 2003, start of school year in the Philippines, and will end in April, 2004, end of the school year. This timeframe is important for the case study researchers as they will be able to observe the different management processes at work throughout the school year.

Experts who will be Responsible for Undertaking the 2 Case Studies

Dr. Eligio B. Barsaga, Program Director for Research and Evaluation of SEAMEO INNOTECH, will coordinate the conduct of the two case studies and will undertake one case study. The other case study will be undertaken by a member of the Research & Evaluation Team of SEAMEO INNOTECH.

SEAMEO INNOTECH'S Resource Counterpart

The full-time professional services to be rendered by Dr. Barsaga as Coordinator of the Case Study Project and as Case Study Writer-Researcher will be made available to this project by SEAMEO INNOTECH. He will be assisted by an in-house researcher who will likewise be made available full- time by SEAMEO INNOTECH. A small office, office equipment and basic supplies shall be pro- vided to the case study writer-researchers.

NATIONAL ACADEMY FOR EDUCATIONAL MANAGEMENT, DHANMODI, DHAKA, BANGLADESH

Case Studies on Successful School Management
Country: Bangladesh

Introduction

Background Information

Management of a school is instrumental for its quality or, for that matter, for the quality of its performance. School management is the outcome of the functioning of a number of factors-both in-school and out-of-school. It is the concerted effort of all those factors or inputs. But the single most important and hence the critical input is the headteacher. He is central to the in-school management and also the bridge between the in-school management and the management structure that is external to the school. So, the issue of improving school management boils down to a considerable extent to building the capacity of headteachers.

ANTRIEP's program entitled 'Improving school management : capacity building for headteachers' has been undertaken in realization of this fact. The program has completed its first phase – a diagnostic study on the role of headteacher.

The second phase comprise case studies on successful school management. In-depth studies on cases of good management practices would help find out the elements responsible for success. This may form the basis for a mechanism that ANTRIEP attempts to develop for improving schools with inefficient management and headteachers with poor management capacity.

Bangladesh, with an area of 147,570 sq.km. has a population of 130 million. Education in Bangladesh have three major stages-primary, secondary and higher. Primary education is imparted by primary level institutions, secondary education is imparted by junior secondary, secondary and higher secondary level institutions while higher education is imparted by degree colleges, universities and other higher level institutions for organizatio and professional education.

There are 11 types of primary level institutions while the secondary level has three mainstreams-general, madrasah and technical-vocational. The number of mainstream primary schools (government, non-government registered and non-government non-registered) is 62000, that of pupils and teachers are 17.6m and .24m (2001) respectively. The total number of general education second-

ary schools is 15460, those of pupils and teachers are 7.4m and .17 m respectively. The GER and NER at the primary level are 97 and n.a (2000) while those at the secondary are 41 and 32 respectively.

The success rate at the secondary level varied between 35% to 54.2% during the period 1998 to 2001 implying low quality of education and low level of efficiency of the system.

- *The Country and School Contexts*

    The country profile will be provided to furnish the understanding regarding the setting in which the school functions. Also, general information relating to the school will be given to have a clear picture of the school and its functioning.

- *The In-School Management*

    The management of the school will be dealt with at length. All the partners in man agement –the school managing committee, the headteacher, the assistant headteacher, the senior teachers, other stakeholders will be encompassed.

- *The Headteacher*

    The main focus of the study will be the in-school management while the special focus will be the headteacher. His centrality to both the in-school and external management structure will be explored. The headteacher's profile, the distinctive characteristics of the headteacher, the specialities of his functioning will be diagnosed.

- *The Role of the Headteacher*

    This will be one of the major foci of the study. This will consist of featuring the headteacher's managerial role with all its functional implications, his leadership role, and his capabilities to resolve conflict and crises and managing changes

- *The Innovations*

    The other important focus will be on the innovations the headteacher introduced which contributed to his and the school's success.

- *Community involvement and contribution*

    Community involvement in school affairs and its contribution to school development will form a part of the study. Attempts will be taken to examine community contribution to the success of the school.

· *School Evaluation*

The school evaluation that is currently in practice in the country will be reviewed with the aim in view to identify that part of the success of the school that could be attributed to the system of school evaluation. School self-evaluation, if any, will also be taken into consideration.

· *The Support*

The support, both in-school and out-of-school- the headteacher and the school re ceives and which contributed to the success of the school will come under the purview of the study

The Reasons for the Research

The quality of educational output is the function of the qualities of the inputs and the processes of the system. Management of a school is both an input and a process for the school system.. Successful schools are manifestations of successful management. An intensive study of management of the successful schools will pinpoint the factors that brought success to the institutions. These findings may then be utilized for decision making which, if properly implemented, will result in improving school and education quality.

Management as an issue in the secondary education sub-sector of the country started gaining ground in the nineties. In the early nineties, there was remarkable increase in the number of secondary schools established mainly on private initiatives. This increase resulted from the enhancement of primary enrolments consequent upon the implementation of the Universal Primary Education (UPE) programme since 1985. But the duel between access and quality remained to be satisfactorily resolved. Ensuring quality at this level of education remained to be one of the prime areas for concern and action. So, an enquiry into the the success cases will be of value.

Most schools in Bangladesh, both at the primary and secondary sub-sectors, have to cope with resource constraints. A study on successful schools will reveal the ways and means of overcoming multifarious hindrances resulting from the resource constraints and also from multifaceted socio-political problems.

Studies carried out in the early 1990s pointed out the urgency of management issue to be taken into consideration. Government policy priorities, among others, include "strengthening management and efficiency" at the primary level and "strengthening management with decentralization" at secondary level. A review of the studies that extended research support to the 5th five year plan(1997-2002) and also the plan document itself displays a common thinking that the educational administration and management has to be decentralized down to the school level if the education system is to run efficiently.

But decentralization presuppose the preparedness of the in-school management to shouldering the responsibilities bestowed on them. The key to in-school management is the headteacher. In this context a study on successful school management will be enlightening. This is an opportunity to examine the feasibility and practicability of the proposed decentralization.

2. Objectives of the Study

Specific Objectives

The study will be conducted with the following objectives in view :

i. Analyzing the actual operation of in-school management focusing on the role of headteachers
ii. Identifying the management related determinants- both in-school and out-of-school that led to the success of the schools
iii. Understanding the dynamics of community participation in improving school quality
iv. Assessing the importance of school evaluation mechanism in establishing school ac countability
v. Identifying the distinctive characteristics of a successful school head.
vi. Furnishing a base for policy actions for improving the quality of education through the improvement of management practices.
vii. Examining the extent to which the headteacher and the in-school management con forms to the principles and functions of management as enunciated in the theoretical literature.

Research Questions

Part-1(In-School Management)

· What is the structure of in-school management and what is its actual operational mode?
· Who are the different actors in managing the human, physical, financial resources and academic matters in the school?
· How effectively are the actors managing the different areas in a school?
· How far are the assistant teachers involved in the management of the school?
· Is there any inconsistency or clash between the in-school and out-of-school manage ment structure and process?
· What is the contribution of the in-school management to the success of the school?

Part-2 (Role and Functions of headteachers)

· What are the routine functions that a headteacher is required to perform?
· What role the headteacher can and is expected to play within the regulatory frame work provided by the government?
· What role is he actually playing?
· How far is the headteacher aware of the specific functions of a management i.e plan

ning (annual plan, lesson plan, academic plan, development plan), organizati (setting the organizational structure, establishing the superior-subordinate relationship etc.), staffing (teacher and staff management), directing (guiding, leading. inspiring, super vising), coordinating and controlling?

· How effectively does he perform these managerial functions in the context of his school?

· How efficiently does he perform the functions related to curriculum (teaching-learning, extra-curricular and learner evaluation) management?

· What scope/authority does the headteacher and the in-school management structure have in order that intended innovations be implemented?

· What innovative measures has the headteacher introduced in the school?

· What distinctive personal traits and professional qualifications of the headteacher led the school to success?

· What is the extent of the role-consciousness of the headteacher?

Part-3(Community Participation)

· What are the different forms of community involvement in school management?

· What is the community contribution in improving school management and also in implementing innovations?

· What are the ways to make community participation meaningful?

· What is the community contribution in evolving and introducing innovations?

· What is the necessity of community involvement for quality improvement?

Part-4 (External Support)

· What support to schools, teachers and headteachers does the external management and administration structure (central, regional and local) provide to help the in-school management?

· What does the other agencies like NGOs provide?

Part-5 (School Evaluation)

· In what ways and how far does the prevailing school evaluation mechanism capacitates schools to go for school-based management i.e. delegation of authority?

· In what ways and how far does the school evaluation system work positively in establishing accountability of the school to the in-school and out-of-school management and also to the community?

3.   Selection of Schools for Case Study

Number of Schools

a)   A group of 4 successful schools will be treated as the 'case'.

b)   The group will comprise :

i)   One urban secondary school (government)

ii)   One urban secondary school (non-government)
iii) One rural secondary school (non-government)
iv)   One suburban secondary school (non-government)

The Selection Criteria

Successful schools will be identified on the basis of a set of performance indicators.
i)   In determining the performance indicators, results of school evaluation as practiced in secondary sub-sectors will be used. Schools are categorized as A, B, C and D indicating the best schools, the next best schools and so on respectively.
ii)   Achieving 'A' grade for the last three years
iii) Success rate at the public examination. Schools achieving 90% and above (for urban schools) and 80% and above (for rural schools) success rates will be considered 'successful'
iv)   Level of attainments of the successful learners
v)   Student attendance rate
vi)   Repetition/promotion rate at the internal examinations
vii) Average drop out rate
viii) General reputation of the school in the locality/at the national level

4.   The Methodology and Instruments

General Approach

In conducting the study, both the primary and secondary data will be resorted to. Existing literature on school management will be reviewed, statistics analysed and available school profiles studied. In-depth study of the schools will be undertaken. Simultaneously, the school will be under extensive study which will encompass all the aspects of the school and its functioning. The study will attempt at covering all the major and most of all other events that take place throughout the whole academic year.

Data Collection

For collecting data, the major instruments will be questionnaire, interview and observation. The questionnaire will be so designed as to make intensive investigation of the social unit i.e. the school. The questionnaire will be targeted to the headteachers, teachers, students, and school staff other than teachers, school managing committees, the guardians and other stakeholders. Interview of concerned persons will be the other important instrument. For eliciting data, interviews will be both structured and unstructured. Observations will be an equally important instrument for data collection. The researchers will carry out observations of the school functioning, teacher and learner behaviour, the school management & headteacher in action. Different devices like check list, observation diary etc. will be used. Audio-visual aids will also be used. In addition, focus group meetings will be arranged.

Data Analysis Method

Data will be processed and analysed manually. Statistical methods and tools, where applicable, will be used. As data will be both qualitative and quantitative and as case studies are qualitative research undertaking in-depth examination of the general nature of a phenomena, word descriptions will predominate statistical analysis.

5.   Expected Results

Nature and Contents of the Case Study

The case study would, as a prologue to the school specific management issues, cover the general management issues in a secondary school in Bangladesh. Besides, the position of a headteachers will be reviewed in the context of the authority vested in him and the responsibilities he is entrusted with as per the rules and regulations in force in the country. This will be done with the aim to assess the nature and extent of the role of the headteacher in the in-school management and in turning his school into a successful one. Following this, the specific innovative measures and steps as taken and implemented by the management will be addressed. As such, the structure and contents of the case study may be spelt out as follows :

Bangladesh, its education system with special reference to primary and secondary sub-sectors, Also, the external management, planning and school financing will be included. The study will have details of the school depicting the school profile. The internal management with the headteacher in the focus, the performance of the headteacher in the different specific managerial functions, the characteristics of the headteacher and the science and art of management he applies will form the main part of the study. This part will also include the innovative measures that the school management and specially the headteacher are evolving and implementing. Community participation in school management will be dealt in some details. School evaluation system as they are operating and their impact on improvement of school quality will form apart of the study.

Major findings and Recommendations will form the concluding part of the study.

Lessons to be Learnt and Benefits to be Derived from Undertaking the Study
  (a)   Ways of overcoming resource constraints through management techniques
  (b)   The internal management structure and its functioning in schools
  (c)   Degree and nature of variations in the art of managing schools by different head teach ers as would be evident   from studying management practices in a number of successful
  (d)   Nature of community participation in successful schools and the extent of its contribution to the success of the institution
  (e)   That management strategies are instrumental for overcoming constraints and attaining success
  (f)   The state and extent of external support to school management and their contribution to the success of   the school

(g)   The correlation between the introduction of school evaluation and the establishment of accountability

(h)   Extent of conformity of school managers to the principles of management science

(i)   Capacity building of faculties of ANTRIEP member institutions in qualitative research

(j)   An implementable model of headteachers/school management that will emerge from the study

(k)   Case studies of four schools and one research report consolidating the four separate reports.

6. Operational Plan

Sl. No	Time period	Activities
1.	April, 2003	Finalising the research proposal
2.	01-15 May, 2003	Selection of schools, getting the administrative approval and consent of the schools for conducting the study/studies
3.	16 May to 07 June, 2003	Preperation of questionnaires and other instruments
4.	08 June to 15 September, 2003	Data collection
5.	16 Sept. to 15 Oct., 2003	Draft of the studies prepared
6.	End Oct., 2003	Workshop to review the draft report and progress of the studies
7.	Nov., 2003	Finalisation of the drafts on the basis of the findings of the Workshop
8.	December, 2003	Consolidating the four studies into one
9.	January, 2004	Printing, publication and dissemination of the studies Staffing Requirements

Staffing Requirements

Four researchers will be needed for conducting studies in the proposed four schools. Roohi Zakia Dewan, Deputy Director, NAEM will be the team leader. The other three members will be from NAEM. Each one of the four researchers will be responsible for case study on one school. The team leader will co-ordinate the research activities and consolidate the four reports.

Roohi Zakia Dewan
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Successful School Management :
A Case Study Of Some Navodaya Vidyalayas

1. Background and Rationale

1.1 Background Information

India stands committed to provide good quality education to all sections of the society. Various efforts have been made in the past towards this end. As a consequence, the adult literacy rate, which was 14 per cent at the time of independence in 1947 rose to 65.38 per cent in 2001. There has been an increase of about 13 per cent in literacy rate in the last one decade alone. One would, however, observe large disparities in the literacy rates of males and females, as well as in the urban and the rural areas. Realising that there is a divide between the rural and urban populace in literacy and more so between male and female in both rural and urban categories, concerted efforts have been made to achieve education for all with quality and equality. However, at the primary and elementary levels, the issues of enrolment and drop out still pose serious problems. It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them irrespective of their capacity to pay for it, Hence, in pursuance of the National Policy on Education (1986) pace –setting schools called Navodaya vidyalayas, were set up in India so that talented, bright and gifted rural children with special aptitude, predominantly from rural areas and from poor households who are for various socio-economic reasons unable to avail of educational facilities in good quality schools where fees and other expenses are beyond their means are provided with quality education in these schools. A separate body called Navodaya Vidyalaya Samiti was set to run these schools. These are residential schools intended to be the schools of excellence, one in each district, coupled with equity and social justice to promote national integration by providing opportunities to talented children largely rural, to develop their full potential. Envisaged as model and pace-setting institutions to lead secondary education as need based and an effective system, the Jawahar Navodaya Vidyalayas' major objectives are quality education with a strong component of culture, inculcation of values, promotion of national integration, adventure activities, physical education and the study of three languages. The Vidyalayas serve as focal points for improving quality of education through

sharing of experience and facilities with other schools in the district and has produced encouraging results and experiences, particularly in terms of performance of disadvantaged students. The effective management of the school in every district involves other agencies, community, and officials of the state governments. These are residential schools and the entire expenditure on their establishment and maintenance is borne by the Union Government of India. Education in the Vidyalayas is free for all enrolled students and includes board and lodging, supply of books, uniforms etc. The students are admitted in class VI and continue their education up to senior secondary i.e. class XII. The products of the Vidyalayas have found placements in good institutions of higher learning and in remunerative jobs.

The studies examining the management of successful schools, in the Indian context are limited. M. Haridas (1992), in an NCERT sponsored study, examined the implementation of the Navodaya Vidyalaya Scheme in the state of Kerala. Two of the four Navodaya Vidyalayas started in Kerala during 1986 and 1987 were covered in the study. It was reported that teaching and non-teaching staff were qualified though the infrastructure facilities needed improvement. Another significant finding of the study was that the pace setting role expected of Navodaya Schools was not evident as the schools were isolated from other schools. A research coordinated by R. Govinda (2002) for ANTRIEP examined the role of head teachers in school management in 6 states in India. It analyzed various roles, functions and performance of Head Teachers of different stages and different types of schools in the states. It also suggested induction training and in-service and needed to equip them. As the study was conducted in 6 different states, the results varied. Some states reported that Head teachers who could effectively manage the school are found to have made personal efforts for improving the school situation in all respects with the constraints. It also suggested that more autonomy needs to be given to Head Teachers. The study on the leadership profiles of school effectiveness by Shashikala, Manaharan, Mohan and Venkatchalam (2000) reported that vision and mission, relationship, performance and organisational designs contribute to the effectiveness in school management and effective leaders lead to effective schooling which in turn results in decrease in drop out, increase in retention, universal enrolment and enhance quality primary education.

1.2.   Precise Focus/Topic

The present case study is in pursuance of the International Institute of Educational Planning (IIEP), which is compiling case studies on management of successful schools. While the Navodaya Vidyalayas are expected to be the pace setting schools, the survey of literature reveals that not many studies have been conducted on the management functioning of JNVs. Besides no attempt seems to be have been made to investigate the various parameters which lead to the successful school management among the existing 450 schools under the NVS. Therefore, the present study of successful management of JNVs with particular reference to various management aspect is taken up with a view to study the different dimensions of the management of successful schools of Navodaya Vidyalaya Samiti. The main aim of the study is to present a critical understanding of various dimensions of the management of successful schools in NVS. The Case Study will explore the management practices of various actors that may subsequently help other schools to improve their prac-

tices. It intends to examine the role of head teachers, internal management of school, role of teaching and non-teaching staff, and external support and supervision towards successful management of the school.

Head Teachers play a central role in the planning and management of school activities. Their major task is to ensure effective resource mobilization in terms of financial, administrative, curricular and non-curricular activities, as well as linkage with Navodaya Vidyalaya Samiti, district administration and community. Since JNVs are fully residential schools, Head Teacher's role becomes vital in the management of hostels and mess for students and teachers. Since the JNVs are fully funded by the Central Government, ensuring appropriate and timely release of funds and their proper utilization is a crucial task of the Head Teachers. Included under administrative are physical and material management, staff management, discipline etc. Academic (curricular and non-curricular) management involves ensuring proper supply of teaching-learning materials, preparation of daily schedule for teaching and other curricular activities, teaching and ensuring running of classes by other teachers, examinations, organising cultural activities including sports, etc. The Head Teachers are also required to organise opportunities for career development of teachers and students. They have also to liaison with district administration as District Magistrate of the district functions as the Chairman of the school. Linkage with the parents is also a crucial task. The present case study will include management of all these roles and functions of Head Teachers.

The responsibility of the management of the schools are also shared by the teachers who play major roles in the management of curricular and co-curricular activities as well as certain support facilities. Since the JNVs are residential schools, the teachers have to shoulder additional responsibilities such as house masters, mess in charges, in charge of clubs, etc. The NVS have a well-defined management system in which the District Magistrate of the district is the chairman of the management committee. In addition there is an Advisory Committee. The study will explore the relationship between and among the various actors at different levels of management both internal management and external support and their impact on the successful management of school. The management practices adopted in the school create a climate, which affects the functioning of the school. The study will also examine some of the dimensions of school climate.

1.3.   Reasons for the Research

Jawahar Navodaya Vidyalayas serve as pace setting schools in each district. The management of schools by a well-defined system of administration which involves every stakeholder in decision-making process could provide good model for other institutions to follow. Along with the Head Teacher/Principal, the role played by various actors in the internal management and external support and supervision are very vital and crucial to the successful and effective management and functioning of the schools. It will be rewarding to examine the various dimensions of the management and functions of some of successful Navodaya Vidyalayas. This would provide rich information for better planning, management, and to provide quality education in the Navodaya Vidyalayas. This may also serve as a model in the developing countries for introducing initiatives to provide quality education to the disadvantaged population/groups.

2. Objectives

2.1. Objectives of the Studys

The main objectives of the study include the following:

1. To study the role and functions of Head Teachers, teachers and other actors in planning and implementation of various activities (curricular and co-curricular, administrative and financial, etc.) of successful JNVs.

2. To study the management of specific relationships between and amongst various actors in successful JNVs.

3. To examine the management of teacher-learning processes in successful JNVs, and its functioning as support to other schools in a district.

4. To examine the management of support conditions, such as support received from the Navodaya Vidyalaya Samiti, material and resource support, and linkage with the parents.

2.2. Research Questions

The study would attempt to answer the following research questions:

1. How do Head Teachers (Principals) of successful JNVs plan and implement financial, infra structural, academic (teaching-learning and student evaluation), and human resources? How do they communicate with teachers, students, parents, management and others? What role do teachers play in the management of these schools? What is the extent of flexibility and autonomy granted to various actors in the functioning of these schools? Is there compatibility between time spent in formal and informal settings by students and teachers within the school?

2. How do teachers, parents, students and others feel about various management practices in these successful schools? What is the nature of interpersonal relationship amongst the teachers, the students and other functionaries? What kind of relationship does the head teacher have with the learners? What is the system of reward and punishment in the school? How is discipline maintained in the school?

3. What are the innovations in classroom management in these schools? What is the pattern of interaction between JNVs and other schools in the district? In what way these schools help promoting curricular and co-curricular activities in other schools?

4. How and to what extent does the management of Jawahar Navodaya Vidyalayas (JNVs) contribute to their success? How are the requirement of support materials (reading, classrooms and teaching aides, hostel and food, recreational facilities, etc.) are managed in these schools? To what extent these schools are able to establish relationship with the parents and the community?

3. Selection of Schools for Case Study
   Number of Schools = Three

3.1 Selection Criteria

The schools will be selected on the following basis:
   1. All the JNVs will be ranked based upon their academic performance (results) over three years in 10th and 12th Board examinations. Top 20 schools will be selected at the first instance.
   2. Information about co-curricular/extra-curricular activities in terms of (a) frequency, (b) level of participation (inter-school within NVS and inter-school outside NVS), and (c) excellence (prizes, awards, etc.) will be collected from these twenty schools and pooled with appropriate weightages given to various dimensions to rank 20 schools on this criteria.
   3. After ranking these 20 schools, top 2 schools will be selected straightway. The third school will be purposefully selected if any of these 20 schools are located in a backward district (with low female literacy, high concentration of SC and ST population). If more than one such school comes in the list of top 20 schools, ranking on the selection criteria will be followed. In case no school located in a backward district comes in the list of top 20 schools, top three schools will be included in the study.

4.   Methodology and Instruments

4.1.   General Approach

     Primarily qualitative approach will be employed for collecting information. Wherever necessary, quantitative approach (e.g. questionnaires, attendance record, achievement scores, number of students and teachers, etc.) will be used as a supplement to qualitative data.

4.2   Data Collection

The fieldwork will necessarily involve the method of triangulation for collecting information. The data will be collected through structured interviews, school observations, focused-group discussions, participatory brain storming sessions, and questionnaires. Interview schedules and questionnaires for Head Teachers, teachers, students and other functionaries will be developed. Classroom and school observations will be done. Detailed field notes will be taken and critical events will be recorded. Wherever necessary interviews will be recorded. Data will be collected through field visits by the team members.

The data will be analysed using different qualitative and quantitative methods. An in-depth analyses of the contents of the narrations of the Head Teacher, teachers, students, community members, regional and national level supervisory staff will form the major part besides analysis of interviews and questionnaires of above mentioned personnel. Quantitative data will be analysed using descriptive statistics and graphical representation.

Thus the steps of investigation would include review of related literature, identification of schools, development of tools, data collection through field visits, analysis and interpretation of data and report writing.

5.   Expected Results

The findings of the study will serve as a source of research information for researchers in school management. The study will also help different schools/ boards/systems and Head Teacher of schools to improve the functioning and management of schools effectively. The unique system of NVS and its successful management by effective Head Teacher and other actors may serve as a model for other countries to provide quality education.

5.1   *Nature and Contents of the Research Report*

(i)   Introduction and Context
· Guiding Questions
· Brief presentation of the country, its education system, its quality

(ii)   Methodology & Design of the Study
· Selection of schools: what do we call successful schools; why did we select these schools
· Source of data
· Data collection methods and instruments
· Data analysis procedures

iii)   Case-studies
· The different case studies

(iv)   Cross-case analysis
· Similarities
· Differences
· Unique aspects of specific schools

(v)   Lessons learnt

(vi)   Annexes

5.2   *Dissemination and use of the Results*

The results of the study will be disseminated to:

i)   Navodaya Vidyalaya Samiti, other educational systems like the Kendriya Vidyalaya Sangathan, States Departments of Education, other residential schools and also to policy planners, Ministry of Education for improving the management of school system and bringing about quality improvement education.

ii)   The report will be sent to other countries carrying out such studies through ANTRIEP.

iii)   A research paper will be published in journal of repute for wider dissemination at the national and international levels.

6. Operational Plan

6.1 Timetable (as from April 2003)

The study will take about a year to complete beginning May/ June 2003. The tentative time schedule for various activities is indicated below:

April	Finalization Research proposal
May – June	Review of related literature, identification of schoolcontact with agencies, Institutions, and construction of tools
July	Identification of Effective Schools
August - November	Data collection, field visits
December, 2003 & January	Analysis and interpretation of the data
February – March 2004	Report preparation

6.2 Project Team

Prof. M.S. Khaparde
Mr. R. Meghanathan
Dr. A.K. Srivastava
(One Junior Project Fellow to be appointed)

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THE AGA KHAN UNIVERSITY-
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Case Studies of Successful
School Management

Background and Rationale

The management of school education in Pakistan is undergoing significant change with the advent of decentralization in recent years (Government of Pakistan 2001a.). In the context of a current three-year action plan, quality improvement is to be achieved through the following plan:

Educational administration and management is devolved from the federal and provincial governments to the district governments. Much of the action concerning education is in the communities, tehsils and districts. Most educational planning and decision-making will now take place where the action is. Centralized systems and distanced planning will be replaced by governance which is people and learner-centred (Government of Pakistan 2001b.: p.1V).

At this stage emphasis seems to be on community participation for empowerment and ensuring accountability. A devolved school management system has been introduced by making School Management Committees (SMCs) functional for seeking more community involvement. This should make schools more responsive to the local community and eliminate top-down approaches to decision-making thereby creating a broad base for decision-making to enhance community participation and accountability (Memon 2003). Whilst it appears that such major reforms are taking place there is no empirical research evidence on the effectiveness of the changes being made. This research proposal will help to address that issue.

The proposed project in Pakistan is one of eight projects across seven countries in the region sponsored by IIEP/UNESCO and coordinated by ANTRIEP. Other projects are to be carried out in India (two projects), Bangladesh, Nepal, The Philippines, Malaysia and Sri Lanka.

Within the guidelines provided by ANTRIEP for this research the themes of Internal management of the school, Roles and functions of headteachers and School-community linkages are the most

appropriate for the context of Pakistan. The type of study proposed is 'institutional case studies'.

Aim and Objectives

The aim of the proposed research is to identify 'successful schools' in various school education systems in Pakistan and reveal how and to what extent the management practices of those schools contribute to their success.

The objectives are to:

1. use a consensus technique to identify criteria for selection of successful schools and use the criteria to select 3 schools from different systems;
2. carry out case study research to ascertain how and why these schools have improved and what makes them successful;
3. develop critical understandings of the characteristics of successful school management practices in the schools with particular reference to the strategies, innovations and management devices in use;
4. use the outcomes and findings of the research to inform AKU-IED programs in capacity building for school leadership and management; and,
5. make recommendations for other programs and countries in the region.

Selection of Schools

The research team will develop a framework of criteria for identifying successful schools. The following focus questions will be used as a basis for generating the framework:

a. What are the general characteristics of a successful school in Pakistan?
b. How does a successful school promote school improvement?
c. How does a successful school foster student learning?
d. How does a successful school communicate with parents?
e. How does a successful school encourage professional development of staff?

Having generated responses to those questions, the research team will develop a tentative framework of criteria. The framework will then be shared with some key faculty at AKU-IED and senior personnel from relevant education systems to achieve a broader consensus on the framework of criteria. Once the 'successful school framework' has been developed, three specific schools will be identified which meet the criteria and represent:

·   Government schools
·   Private schools
·   Aga Khan Education Service (AKES) schools.

Methodology

Research Questions:

1. Main question: "How and to what extent does the management of schools contribute to their success?"
2. Subsidiary questions:

   a. What are the features of a successful school in Pakistan?
   b. What are the characteristics of successful school management practices?
   c. How important is the contribution of management to school success?
   d. What is the role of the principal or head teacher in creating and maintaining school success?
   e. How can school-community linkages contribute to school success?

Data Gathering

Qualitative methods of research will be employed to gather data for the writing of case studies of the three schools. The approach known as 'grounded theory' and the constant comparative method will be used. The principal, five representative teachers and other stakeholders eg. selected parents will be interviewed on two occasions using a semi-structured interview schedule. Triangulation of the data is achieved by interviewing a range of different stakeholders. Interviews may be individual or in focus groups and will be conducted in Urdu where necessary and by female researchers where appropriate. They will be tape-recorded and transcribed with translation to English if necessary. Researchers will also gather data by observation of school management practices eg. meetings, and analysis of pertinent documents eg. school development plans.

Interview data will be analysed by NVivo software to identify the thematic structure involving themes and sub-themes. It should be noted that AKU-IED already has the software available for use. One member of the research team has had experience in using it and will provide training for others. Once the three case studies have been written a cross-case analysis will be carried out to ascertain the commonalities and differences in the data from the three schools. Aspects of school management that contribute to school success in Pakistan will be identified from the cross-case analysis.

Expected Results

The results of the research will be:

1. A research report containing the three case studies and the cross-case analysis
2. A research-based article to be published in an international, refereed journal
3. Use of the case studies in programmes at AKU-IED and, possibly, other institutions in the region.

Operational Plan

A team of researchers is available to carry out this project. Members of the team are instructors on AKU-IED leadership and management programs so they will be in a good position to implement the findings. The research team will comprise:

1. Dr John Retallick (PI)
2. Dr Shahzad Mithani
3. Ms Qamar Safdar
4. Ms Jane Rarieya
5. Ms Rozina Sewani

The research team will form into pairs so that two researchers will work together on each case study (as there are five in the team one of the researchers will work on two of the case studies). Analysis and interpretation of data will be shared amongst the team as a whole.

The timetable for this research will be negotiated with the team members depending on their availability. A possible timetable is as follows:

April 2003 – finalise the research proposal and submit to ANTRIEP
May 2003 – develop the 'successful school framework' and select schools. Negotiate access to schools to begin the data collection in August.
June/July 2003 – develop research tools incl. interview schedules, observation guides and carry out some simulated research exercises to trial the tools.
August/September/October 2003 – data gathering and initial analysis
November/December 2003 – analyse data and write first draft of case studies
January/February 2004 – write final draft of case studies
March/April 2004 – carry out cross-case analysis and write report.

An ANTRIEP research workshop was held in Dhaka, 6-10 April 2003 (attended by Dr John Retallick) to coordinate the eight projects and it is likely that a second workshop will be held in late October or early November with a focus on data analysis. Final reports are to be presented at an annual meeting of ANTRIEP in April 2004.

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Aspiring For School Excellence:
The Malaysian Case

There have been various concerted attem pts by the Ministry of Education Malaysia to rediscover ways of identifying and developing excellent and successful schools. One such effort is the introduction of the National Aspiring School Award (NASA). This paper presents a proposal to study schools which have been given this recognition indicating that they are successfully managed schools. This paper opens with a brief discussion about Malaysia and its Education System. The next section discusses NASA and subsequently followed by a description of the study (focus, purpose, methodology, expected results, and operational plan).

Malaysia at a Glance

Malaysia is made up of thirteen states and three federal territories. It covers a total area of approximately 329, 758 square kilometers. The South Chinese Sea separates Peninsular Malaysia from the states of Sabah, Sarawak and the Territory of Labuan. Since the 15th century, with the establishment of the Malacca Sultanate, this country has attracted to its shores numerous traders and merchants plying the ancient spice route between India and China. The sixteenth century marked the beginning of an era of colonization. The Portuguese, the Dutch and later the British vying for supremacy, established themselves as colonial masters in this region. The nineteenth century witnessed an influx of Chinese and Indian immigrants into Malaya due to the opening of tin mines and rubber estates.

In 1957, Malaya gained its independence, and by 1963, Malaysia was established. From this rich historical background emerged a unique Malaysian nation, diversified in ethnicity, culture and religion. Today, Malaysia is a multiracial nation of about 23 million people comprising of Malays, Chinese, Indians and other ethnic groups.

MALAYSIAN EDUCATION SYSTEM

Brief History

Since its independence, the education system has undergone tremendous changes and development. The development of the Malaysian education system may be divided into two major chronological periods, the pre-independence period and the post-independence period. The pre-independence period was characterized by a system of separate schools with different media of instruction, curricula, methods and standards for children of the various ethnic groups. The post-independence era after 1957, saw a period of laying the foundation for the national education system. The ultimate objective of the education policy was one of nation building with attempts to unite all races progressively and gradually by making the Malay language the main medium of instruction. Chinese and Tamil would continue to be the medium of instruction at the primary level in the vernacular schools. All existing primary schools were converted into national and national type schools. English and Malay medium primary schools were renamed national schools, whilst Chinese and Tamil schools became national-type primary schools. The medium of instruction in the secondary school was converted in stages from English to the National Language. Two major pillars of the Malaysian education system are the National Philosophy of Education and the Ministry of Education's Mission Statement (Educational Planning & Research Division, 2001a). (also (Educational Planning & Research Division, 2001a). refer Appendix 1))

The School System

Malaysia provides 11 years of free primary and secondary schooling and approximately 18%-20% of the National Budget is allocated for education (Educational Planning & Research Division, 2001b; Ministry of Education, 2001b). Most children between four and six years of age begin their education at pre-school in kindergartens set up the government, non-government agencies and also the private sector. Primary schooling begins at seven years of age, and is normally completed within six to seven years.

There are two categories of primary schools, the National and the National-type schools. Primary education is divided into two levels. At level one, from Year One to Year Three, the emphasis is on acquiring strong reading, writing, and arithmetical skills (3R). At level two, from Year Four to Six, the mastery of these basic skills are reinforced and emphasis is given to building a strong foundation in content and basic science.

Secondary education is also divided into two levels, lower secondary and upper secondary. This level normally covers a period of three years (Form 1 to Form 3). Pupils will sit for a Lower Secondary Assessment examination at Form Three. Students move into more specialized field of arts and science study at the upper secondary. At the same time, several technical and vocational schools provide technically-based academic education and pre-employment skills.

There are about 7,305 primary schools and 1,713 secondary schools (Educational Planning & Research Division, 2001b). All the schools follow the standardized National education curriculum. Head teachers are responsible for the administration and the instruction of education in schools. Great emphasis is placed on the leadership of the schools as it is believed that strong leadership is a characteristic of instructionally-effective and successful schools.

National Aspiring School Award (NASA)

Over the past decade, the Malaysian education system has come under increasing pressure to raise standards of learning and academic achievement in schools. In the quest for excellence and assurance of quality in schools, a number of programs and awards aimed at quality improvement have been introduced. One such effort is the introduction of the National Aspiring School Award (NASA). NASA was introduced in 1996. It is presented annually at the National Teachers' Day celebration to four categories of schools that exhibit overall excellent quality management. These include the Urban Primary School, the Urban Secondary School, Rural Primary School and Rural Secondary School.

The NASA is awarded to government schools which are under direct administration of the Ministry of Education (MOE) Malaysia. The award is a form of recognition and appreciation to schools towards the development of education (Wan Chik Rahmah, 2002). This award recognizes the model school in the current school contexts which can be emulated by other schools to self-evaluate their own achievement, challenges and obstacles faced by them in implementing their responsibilities and functions as educators.

An estimated cost for implementing NASA is more than RM 500,000.00 yearly which is about USD 132, 000.00 (Federal Inspectorate of Schools, 2003). The cost covers the management and evaluation process of NASA, and monitory rewards for the winners. The champion school recipient for each category would receive a certificate of appreciation, plaque, and RM 15,000 as monetary rewards for school development. The first runner-up is awarded RM 12,000 whereas the second runner-up is awarded RM 10,000 (Federal Inspectorate of Schools, 2002).

For the last five years, 20 schools had received the award covering the various categories (refer Appendix 2 for a complete listing). Starting from the year 2002, the Federal Inspectorate of Schools (FIS) has created three new categories for the National Aspiring School Award such as the Technical Schools, Special Education Schools and the Remote Area Schools categories.

Selection Process for NASA

Normally, the potential schools vying for the award are recommended by the individual State Education Department. These schools would then participate in the competition at national level and are evaluated by the Federal Inspectorate of Schools. A written report of the evaluation together with supporting documents as evidence, is compiled and submitted to the NASA coordinating committee to determine the winners.

The evaluation criteria are divided into four main areas. They include areas assessing: (1) headteacher leadership (school management, curriculum management, organizational development management, and leadership style); (2) school climate; (3) learning activities; (4) quality outcome (Federal Inspectorate of Schools, 2002).

Headteacher leadership refers to the creative ways of planning, utilizing, implementing and monitoring of resources to achieve specific educational objectives. School climate is evaluated based on the willingness and determination of the school community to work together. The next component of learning activities look at the actual teaching and learning activities and processes that take place inside or outside the classroom. Lastly, quality outcome evaluates the achievement of curriculum and extra-curricular activities.

FOCUS OF THE STUDY

Although schools that have won NASA are considered successful schools, the meaning of successful schools and successful school management actually mean quite different things in different schools. It could range from improved instruction, new teaching and learning activities, improved materials, reorganization of the school, involvement of the community, to new roles and relationships and a different organizational climate. There are also many inter-related factors or determinants that contribute to achieving successful school management. No single factor contributes to all these outcome measures. For the purpose of this inquiry, two aspects of school management have been chosen to be the focused on. The first is the internal management of the school, and this is followed by discussion on the roles and functions of headteachers.

Internal Management of the School

The headteacher is basically responsible for the in-school management. He or she is both the administrative and instructional leader in the school. The headteacher is assisted by four assistant headteachers namely, Assistant Headteacher for Administration and Curriculum (AHAC), Assistant Headteacher for Student Affairs (AHSA), and Assistant Headteacher for Co-curriculum (AHC). However, for schools with double sessions – morning and afternoon sessions – they have one extra assistant which is known as Afternoon Supervisors (AS) (refer Appendix 3).

Generally, the AHAC assists in the administrative aspects of school organization like proper management of school funds, accounts and resources, planning the timetable and schemes of work for teachers. For effective coordination of teaching and learning of the various subjects taught in schools, a senior teacher is appointed as key resource teacher for each subject. The AHC handles the planning, implementation, and monitoring of all extra-curricular activities. The AHSA assists in all matters related to student welfare, such as textbooks loans, discipline, student health and nutrition. Besides this, he or she handles complaints and also liaises with parents and the community on matters relating to student well being. The AS is responsible for assisting the headteacher in super-

vising the daily administrative and instructional activities of the classes held in the afternoon sessions. Besides the formal structure as described above, the internal management of the schools are also affected by informal power structures, personal networking, and other organizational context.

Roles and Functions of Headteacher

Since the late 1990s, the trend of school management in Malaysia has substantially changed to the 'effective school movement'. The movement to define, identify and promote the purposes and practices of effective schools took shape emulating after Mortimore's (1995) conceptual paper. Other related ideas of successful schools were also used (Lane, Walberg, 1987; Beare, Caldwell, & Millikan, 1989; Smyth, 1989; Fullan, 1992; Silver, 1994; Dalin, Ayono, Biazen, Dibaba, Jahan, Miles, & Rojas, 1994; Wisconsin Department of Public Instruction, 2000; Day, Harris & Hadfield ,2001).

To implement this, the MOE has outline ten focus of roles and functions of school management for headteachers to improve the performance of their schools. It is believed that headteachers are the key players in developing the school and thus unlocking the full potential of students (Abdul Shukor, 1998). The ten focus for educational management outlined are: effective headteachers; effective schools; professional teacher; relevant curriculum; examination and evaluation system; development of teaching and learning support infrastructure; development of planning and research institute; development of an effective implementation and monitoring institute: educational administration system; comprehensive staff development and development of external and societal relations.

Believing that these elements are important and relevant to the current situation, the present Director General of Education, continues to give emphasis to it (Abdul Rafie, 2001). These roles and functions are intended to aid in the development and progress of headteachers. They provide the basis for a more structured approach to helping headteachers to be focus-oriented, to set relevant targets, to assist in the monitoring and evaluation progress, to identify development priorities, and to attain success.

PURPOSE OF THE STUDY

Since the introduction of NASA, four primary schools would be chosen from over seven thousand schools to receive the highest award every year. Thousands of Malaysian Ringgit are spent every year for the award (Federal Inspectorate of Schools, 2003). Schools which have been awarded the NASA have shown indication of improvement in students' academic achievement. These schools are also experiencing increase in student enrollment as more parents clamor to send their children to such schools. This indicates that the public is happy with the schools' development and progress. Despite the achievement of these schools, the high costs incurred in implementing NASA and recognition given by the public, little is known about them especially with regards to the management style of the headteachers. Basically, no study thus far has been conducted on such schools. Also, it has been observed that schools with NASA are experiencing deterioration in quality. This happens

when a headteacher responsible for getting the award for the school is transferred to another school or educational institution. Therefore it is pertinent to systematically conduct scientific enquiries on these schools so as to understand what makes a school successful and the kinds of management practices that lead to its success. This research can contribute towards the development of local indigenous knowledge on management practices appropriate to the Malaysian context, hence strengthening NASA. It could also contribute to policy review and implementation for Ministry of Education.

Research Questions

The objective of the study is to uncover the meaning of successful schools in the Malaysian context. The study is framed by the following research questions:

1. What constitutes a successful school? and
2. What are the characteristics of a successful school manager?

Scope of the Study

The scope of the study is limited to primary schools in urban areas which had received the NASA. Schools that fit this scope of study in the last five years are Sultanah Aminah Primary School, Zainab Primary School, Sungai Rokam Primary School, Bukit Damansara Primary School, and Taman Setiawangsa Primary School.

'Effectiveness' and 'successful' are elusive terms, and they must be clarified before we can understand the significance of what is meant by 'effective or successful schools'. For the purpose of this research, successful schools are defined as those which were awarded NASA. It is assumed that the schools have been under good management practices.

Methodology

This section starts with a discussion on the research design and the selection of schools for the study. In addition, data collection, management and analysis would also be described.

Qualitative Approach

The methodology used would mainly consists of qualitative case study. Data would be collected using mainly interviews. Observation and document analysis are used to provide understanding regarding the context and background information of the schools. The qualitative case-study is deemed appropriate because the nature of the study calls for detailed examination of these schools (Bogdan & Biklen, 1982; Merriam, 1998 Taylor & Bogdan, 1998).

Selection of Schools for the Study

A list of recipients of NASA would be obtained from the Federal Inspectorate of Schools. The following criteria would be used to select the schools to be the sample of the study. The following sampling decisions would be taken:

1.　　urban primary schools, and
2.　　schools with headteachers who led the school to its success and are still incumbent heads.

Data Collection

Approval to conduct the study would be sought from the individual State Education Departments in which the schools are located. Once approval is granted, the schools will be contacted and be given explanation about the study. Prior to the actual data collection a preliminary data collection would be conducted. The purpose for this exercise is to develop and enhance the question guide (refer Appendix 4) to be used in the study. In addition, this exercise is meant also to develop the competency of the researchers since the researcher is an instrument in qualitative study (Creswell, 1998). For this purpose, one school would be selected from the list of recipients of NASA. Interviews would be conducted with the headteacher and other school teachers.

In the actual data collection, a meeting between the researchers and teachers of the schools would be sought before the commencement of the study. The purpose of the meeting would be to introduce the research members to the teachers, to explain the purpose of the study, and to lay the groundwork for good rapport. The receptiveness of those being studied would ensure that data could be collected in a setting as natural as possible (Wolcott, 1973; Bogdan & Biklen, 1982).

The in-depth semi-structured interviews would be conducted with various personnel of the schools. They include the headteacher, assistant headteachers, and teachers of the schools. Except for the headteachers, all others would be randomly selected. The interviews would be audio-taped and transcribed verbatim. Besides interviews, the researchers would also conduct non-participant observations and document analysis. The data from these techniques would be used to provide the background information and other contextual elements of the study.

Data Analysis

The analysis of data is guided by the research questions. The procedure that would be used is primarily descriptive in nature. Data from the semi-structured interviews, field notes and related document would be analyzed using content analysis technique. Cross-case analysis would be used for comparison and to build abstractions across cases. The data would be analyzed for themes and patterns which would reflect the research questions.

Expected Results

Results would be discussed in two sections. The first section would present findings of the study whereas the second section would cover conclusions, discussions, and implications.

Conclusions, Discussions and Implications

Based on the findings of the study, conclusions and implications would be discussed. The discussion would centre on the focus of the study namely, internal management and roles and functions of headteacher. Two types of implications are expected. The first would focus on school management whereas the second would examine the NASA evaluation process itself.

Operational Plan

The study is expected to commence in April and end in November 2003. Details of the implementation, staffing requirements, and costing are presented below in Table 1.

Table 1: Time-Table for Implementation

Activities	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Early Groundwork	x							
Literature Review	x							
Proposal Preparation Workshop	x							
Data Collection & Transcription		x	x	x				
Data Analysis		x	x	x	x	x		
Workshop for Report Writing						x	x	
Seminar presentation							x	
Publication								x

Staffing Requirements

At least four researchers are required to conduct the study. These researchers would be assisted by a minimum of three secretarial and management staff.

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National Philosophy of Education states that:

> *Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large.*

Vision 2020 initiated in the early 1990s is to enable Malaysia to make a quantum leap towards becoming an industrialized nation by the Year 2020. The progression into a knowledge economy meant that the country needed to build a world-class education system dedicated to producing a world-class workforce.
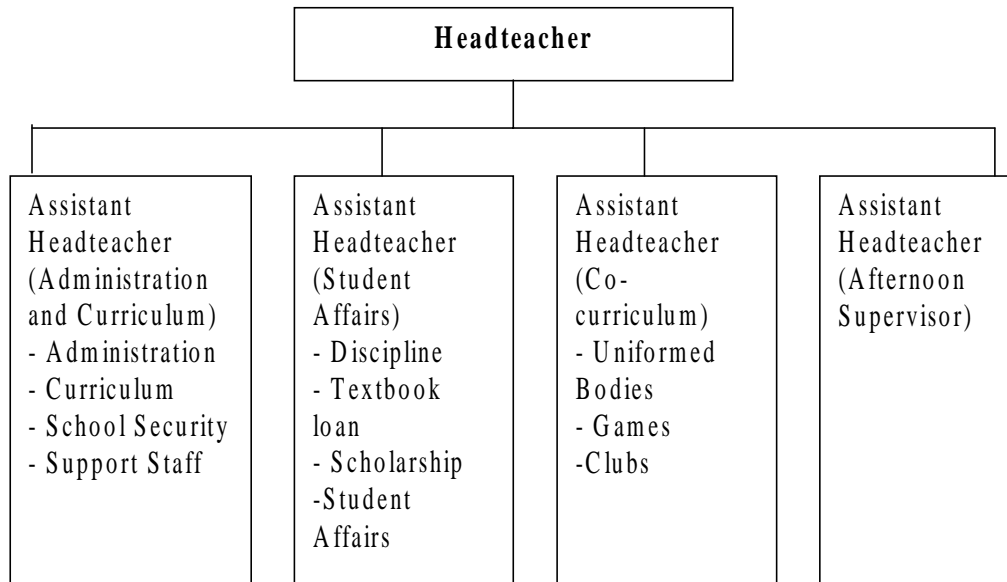
The national aspiration is reflected in the mission statement of the Ministry of Education, which is:

NASA Recipients 1998-2002

Year	School			
	Urban Primary School	Rural Primary School	Urban Secondary School	Rural Secondary School
1998	SK Sultanah Asma, Alor Setar, Kedah	SK Masjid Baru, Asahan, Melaka	SMK Raja Permaisuri Bainun, Ipoh, Perak	SMK Pangkal Meleret, Machang, Kelantan
1999	SK Zainab (2) Kota Bharu, Kelantan	SK Kuala Kubu Bahru (1), Kuala Kubu Bahru, Selangor	SMKA Naim Lil Banat, Kota Bahru, Kelantan	SMK Pei Hwa, Sg. Mati, Muar, Johor.
2000	SK Sungai Rokam, Ipoh, Perak	SK Tok Jiring, Kuala Terengganu, Terengganu	SMK St. Joseph, Kuching, Sarawak	SMK Tanjung Pauh, Jitra, Kedah.
2001	SK Bukit Damansara, Kuala Lumpur, Federal Territory	SK Kemahang (2), Tanah Merah, Kelantan	SMK Seafield, Subang Jaya, Selangor.	SMK Tun Sardon, Rengit, Batu Pahat, Johor
2002*	SK Taman Setiawangsa, Federal Territory	SK Hamzah (2), Machang, Kelantan	SMK Dato' Syed Omar, Alor Setar, Kedah.	SMK Iskandar Shah, Jasin, Melaka

Source: Adapted from Ministry of Education (2002). Teachers' Day Celebration Program. Kuala Lumpur: Ministry of Education.

Internal Management of the Primary School

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                    ┌─────────────────────────┐
                    │      Headteacher        │
                    └─────────────────────────┘
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        ┌────────────┬───────────┴───────────┬────────────┐
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Assistant Headteacher (Administration and Curriculum)	Assistant Headteacher (Student Affairs)	Assistant Headteacher (Co-curriculum)	Assistant Headteacher (Afternoon Supervisor)
- Administration - Curriculum - School Security - Support Staff	- Discipline - Textbook loan - Scholarship -Student Affairs	- Uniformed Bodies - Games -Clubs	

Source: Adapted from Educational Planning and Research Division (2001)

Question Guide

For Headmaster

1. When did you decide you wanted to be a teacher?
2. What circumstances led you to enter teaching?
3. When did you decide to become an administrator?
4. What and who influenced your decision?
5. What is your educational background and experience?
6. Where did you grow up? Go to school? What kind of student were you?
7. Who were significant others that influenced you?
8. What are some of the high points of your career?
9. Have you taken administration courses? If yes, what motivated you to take courses in administration?
10. As you look back over the various jobs you have had…
    - What skills as a classroom teacher or other school/district position of responsibility have you developed that can be helpful to you as a headmaster?
    - What skills in non-education positions have you developed that can be helpful to you as a headmaster?
11. List four adjectives you would use to describe your idea of an ideal headmaster.
12. What do you believe to be the headmaster's role in school management?
13. Describe your involvement in the school process.
14. From your experience, what factors most determine the decisions a headmaster makes?
15. What are some of your experiences with collaborative decisions? Who makes the final decision when there are disputes among adults?
16. What kind of experiences (school settings, training, interaction, exposures, etc.) would help you become the type of headmaster you want to be?
17. How are parents involved in the school projects?
18. What professional development activities are provided for staff?
19. How would you like to be described by your teachers?

For Senior Assistants / Teachers

1. How long have you been teaching in this school? What is your position in the school?
2. When did you decide you wanted to be a teacher? What circumstances led you to enter

teaching?

3. How long have you been working with the current headmaster? List four adjectives you would use to describe your current headmaster.

4. What was your impression when you first came to this school? Your impression now?

5. Do you have any children studying in this school? What do you like about this school?

6. What makes this school a successful school? Describe the successful practices of your school.

7. What would a typical day at school be like?

8. Describe your student discipline policy and process. How does the HM interact with the children? How does the HM interact with the parents when the child has a discipline problem?

9. What strategies does the HM use to run the school?

10. What makes him different from the other HM that you have served before in this school / in your previous school? Could you briefly describe an incident to illustrate it?

11. List four adjectives you would use to describe your ideal headmaster. What do you believe to be the HM's role in school management?

12. Your Senior Assistant's role (Curriculum & Student Affair)?

13. Describe your involvement in the school process. What kind of experiences (school settings, training, interaction, exposures, etc.) would help you become the type of teacher you want to be?

14. How does the HM ensure active teacher participation in the school responsibilities? (What are the methods used for disseminating information?)

15. From your experience, what factors most determine the decisions a headmaster makes? How are decisions made in your school? (What types of decisions are made by teachers? Who are the persons consulted in decision making?) Who makes the final decision when there are disputes among adults?

16. What professional development activities are provided for staff?

17. Could you tell me something about the school-community's relationships? How are parents involved in the school activities?

18. Could you describe the relationship between your HM and the Jabatan /Bahagian. Could you give some instances / examples?

19. What do you think are some of the problems faced by you/your HM in this school?

20. What connections do you see between this HM and yourself? Can you see parallels between this person's experiences and ideas and your own? What insights have you gained on your own professional work by working for this HM?

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Case Studies on Successful School Management

Background and Rationale :

Uttar Pradesh has undertaken various programmes to achieve the objective of Universal education. Several profeels have been prepared and are being implemented to provide quality education to all up to the age of fourteenyears. The profeets like Sarve Shiksha Abhiyan (SSA) and District Primary Education Programme (DPEP) have created a demand for elementary education, reducing dropouts and building capacity among the teachers to insure better classroom processes. A search for quality education is being looked as a spin off of decentralization education governance policy. She focus is an school based management. The role of head teachers and effective school management is being perceived as crucial harbinger of quality education. The societal expeditions from schools have necessitated significant transformation on their part, they have geared up to the demand of decentralized governance have recharged them selves in respect of community school linkages, have reinforced the quality of school management, have redefined the role the role of head teachers and that external support. The system have given more autonomy as well as responsibilities to school authorities. Hence the accountability has accordingly increased. There are all sorts of school and different bread of head teachers. Some schools are more effective, others are just effective while rest are less effective. The question arises, why are they so? Does the differential management process distinguish the more effective from the less effective? What works to make school better? What is the profile of some out-of-the ordinary schools? What Head teachers do? How they sense problems? How they diagnose them? how they approach them ? How they control school operations and manage with shoc-string budget and infrastructure? How he reconciles wisdom of manageralism and the realities of working life/conditions. How a good head teacher arrives at the school with a smile keeps it all day and retains it when he/she is back home? This research will address itself to develop a critical understanding of successful school management practices and strategies in Uttar Pradesh. It will also assess as to which of the managerial strategies and qualities can be successfully replicated? How durable they are? which of the differences in these practices can be attributed to the category of school specific innovations ? The study will also glean out the lessons from the better management practices for being incorporated in the capacity building training programme for the Head Teachers. The management of school management in Uttar Pradesh, India in undergoing significant change with the advent of decentralization in recent years. At this stage *emphasis is on community participation. A decentralized three tier manage-*

ment system is introduced for elementary education : District Block and Village, Village Education Committee, a statutory body, which is subcommittee of village panchayat is responsible for management of primary education and primary school. The committee is headed by chairperson of Village Panchayat (the local government at village level) the lead teacher is the secretary of this committee and has very important executive role to play. Village Education Committee make schools more responsive to the local community and eliminate top down approaches to decision - making there by creating a broad base for decision making to enhancing community participation.

The proposed study "The successful school management in Uttar Pradesh (India) will focus on all dimensions of school management in general and following three dimension in particular :-

1. Role of head teachers
2. School community linkages
3. Academic support being provided by District Resource Center (DIET),   Block Resource Center (BRC), Cluster Resource Center (CRC).

Objectives

1. To understand the characteristics of successful school management practices in Uttar - Pradesh (India).
2. To study the role of different actors in successful school management.
3. To study the management skills and leadership capabilities of school heads.

Selection of School for Case Study:

Five primary schools will be selected for the purpose. Purpose selection will be make. One out of these five schools will be a private school and four will from the public sector in which one school shall be selected form the urban area.

In Uttar Pradesh school performance indicators have developed for the development of better school in all aspects - administrative, infrastructural, academic and nonacademic. After long training and testing there indicators have evolved to their final form. State of Uttar Pradesh has its own evaluation system for school head teachers, teachers, and provides categories A, B, C, and D on the basis of its management and performance. School performance indicators has became the basis of school evaluation. The selection of schools for the case study will be done from the schools of getting category 'A' for last 3 years done with other characteristics such as reputation of the school, its location, climate etc.

Methodology :

The qualitative methods of research will be used to collect data for writing the case studies of all five schools. All schools will be visited by the researcher for the purpose of collecting data. The following methodology tools will be devised. Interview data will be analysed to identify the thematic structure involving themes and sub themes. One the five case studies have been written a cross case analysis will be carried out to asserting the commonalties and differences in the experiences of the

final schools. Factors that contribute to success in school management will be identified a from the cross-case analysis.

    i.   School information formals, school registers for last five years.
    ii.   Interview schedule
    iii. Observation Schedule
    iv. Focus group discussion
    v.   Documentary analysis

The head teachers, teachers, documents, academic support providers and VEC authorities will be interviewed. Interview may be in individual or in focus groups the researches will also gather data by observation of successful school management practices and from documents and records of the institutions. The data will analysed to identify the thematic structure, involving themes and sub themes.

The following strategies will be used to in some the validity of the case study.

    1. Triangulation
    2. Member Checks

Expected Results:

The findings of the study will serve as a source of research information to utilized for better school management practices. The study will help the head teachers and academic leaders to improve the management and functioning of schools effectively. The research article will also will published in the quarterly magzine the institute. The case study will be the results of the study will be disseminated to DIET faculty. Supervisors and head teacher through casecade made across the state and will also be included as the training content of the head teachers.

Operational Plan:

The study will be completed with in nine months starting June 2003 the tentative plan for various activities is indicated below :

-    June 2003 Contract with Different Agencies and Identification of Schools for the Study
-    July to September 2003 Data Collection and Field Visits
-    Oct. to Dec. 2003 Tabulation analysis and Interpretation of the data.
-    Jan and Feb. 2003 Report Preparation

An experienced team of researches is available to carryout this study. The research team will comprise : -
    1.   Mr. Krishna Mohan Tripathi
    2.   Mr. Subhashini Paliwal
    3.   Dr. (Mrs.) Anjana Sharma
    4.   Dr. Ashwani Kumar Garg