



## Comparative Analysis of Challenges in Educational Management in Public and Private Secondary Level

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### Abstract

Principals set a great example for their mentees by sharing their knowledge and experience in the classroom. It is also known that head teachers in Pakistan face a lot of educational and teaching problems when they first start working at their schools. Problems with discipline, not having enough classroom space, overcrowding, and ineffective educational policies and programs are all brought up in this study. So are psychological issues caused by the difference between ideals and reality, not having enough professional skills and training, and not knowing enough about the subject. This study is about the management problems that high school leaders have to deal with. The study looked at leaders of both public and private schools that have teachers. The point of this study was to look at both state and private schools in the Bahawalnagar areas. One hundred and sixteen head teachers filled out a self-structured form. The study used a sampling method with more than one step. The results show that private school principals depend on outside help to run their schools well. They think that district administrative officials give them important advice on financial and administrative issues.

**Keywords:** Challenges, Educational Management, Secondary Level

### 1. Introduction

To reach your full ability, it is important to get an education. It spreads to other people and changes how they act and how much they get done. The community gets the information and skills it needs to do well in a world that is always changing and growing through structured learning. Things change so fast in the world that people have to keep getting better to keep up. Al-Shami et al. (2021) say that education is the most important tool that communities and societies have for shaping the future of a country. No matter what part of your life you're looking to improve, schooling can help. Teachers are one of the many important people that the educational group works with. The teachers are the most important part of any school board. The personality, skills, and knowledge of the teacher make up the whole school system (Islam, et al., 2018).

Every society wants to have well-educated and capable citizens as a goal for its growth. This can only happen with good education management. When it comes to secondary education in Central Punjab, the state and private sectors both have an equal say. As we look into the difficulties of running an educational institution in this area, it is important to keep the complex link between the two areas in mind. Several studies (Alea, et al., 2020) have shown that a student's secondary schooling is very important to how well they do in school later on. Still, managers of secondary schools have to deal with extra problems. In this group are problems with infrastructure, the distribution of resources, the quality of teachers, the usefulness of the curriculum, ease of entry, and differences in income.

Needs for school facilities can affect how well students do in school because they can make learning harder (Puspitarini & Hanif, 2019). Because public schools get less money, the gap between them and private schools gets bigger, and academic standards go down (Ali, et al., 2021; Khan, 2018). How well kids are prepared for the needs of the future workforce depends a lot on what they learn in school (Winchester-Seeto, 2019; Iqbal & Nasir, 2018). Also, differences in educational opportunities are caused by many things that affect how many students can go to school and how easy it is to get there (Banerjee, M. 2020). Every country in the world that values education highly has Studious as an important part of their school systems. Some people break down myths and give answers to secrets that affect the community's growth (Bhandari, 2021).

When compared to other South Asian countries, Pakistan's school system is the best. Pakistan has some of the worst schools in the world. Lack of educational chances is a big reason for this happening. Many problems affect Pakistani school teachers, which lowers the level of education in the country as a whole (Ullah, et al., 2021). Anyone who believes in "education for all" or the "right to educate" hasn't fully understood this idea, and they never would have if they thought it was just government interference. The current educational policies and strategies do a great job of supporting private schools, universities, and colleges. But that's only true at the university and college levels; primary and secondary school education is still in a terrible state, and no one seems to care.

We need to fully understand and appreciate how important good management and administration are in schools and other educational settings. Education is the process of getting students ready to be useful members of society by teaching them the facts, ideals, points of view, and skills they need through a course of study. Management in education means coming up with ideas, making plans, and then carrying out those plans in a way that uses people and things in the best way possible while also saving the most money. People can do things like teach, work, and observe as a group without wasting a lot of money this way. Secondary school administrators in both public and private schools have to deal with a lot of problems. This study aims to shed some light on some of those problems. The study's goal was to find out how public and private school principals feel about different problems in secondary school management.

### 2. Literature Review

With the help of a well-organized research study, the literature review goes into great detail about the problems head teachers face in management and suggests ways to solve them. The book is divided into parts that are based on the issues that come up with certain office tasks. This includes things like administration, training, working group relationships, and making plans for money. When it comes to schooling, Pakistan got a bad grade. The school system as a whole isn't changing that much, and because the first lesson is self-directed, it's not changing much more either. Because of this, the state didn't know much about reading and writing speed in their own areas. About half of the people in Pakistan can read and write. In this group, only 68% of men can read and write, compared to 57% of women. This is lower than in places like India and Sri Lanka.

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Since they were first created in 1987 under the name "oversight," the education overseer's duties have changed. The chief division of music and its technical managers are still talking about Taylor's 1947 study, especially those who have the opposite view on how to run an education system. Hatchuel and Segrestin's (2019) ideas about management are also making a big splash in the management literature for business owners and leaders. These ideas can be used across cultures. As Weber's (1947) study of monopolized state business already said, this is the case. The point of these studies was to make the outside of educational institutions look better so that they would be better for schools and colleges. The results were not all good. Educational management is the area that studies and does the work of running schools. There aren't any solid conclusions that can be drawn about the control because its development has counted so much on many other fields in order to do its job. These include sociology, politics, the ability to control production, supply, and consumption, and general administration and management. A very important part of educational management is making sure that policies and programs follow set standards and goals. The steps that are taken to set the goals and objectives of an organization or school. In some cases, this decision-making power lies with the CEO or head, sometimes with other people in the organization in similar roles, and sometimes with a small group of eager but incompetent people.

### **2.1. The goals of educational management are**

- Improve how the group plans, organizes, and uses its resources.
- Keeping the institute's good reputation in the public eye while also making it look better.
- The best way to use human resources (administrative staff, professional staff, and new hires) to get the most out of their skills and efficiency.
- Making and keeping a workplace that is both friendly and regular is the best way to make sure people are happy with their jobs.
- Avoiding conflicts and tensions in interpersonal relationships to make them run more smoothly.
- Putting together an alliance of regular people

Private sector participation in education is very important for making sure that students get a good education. There are a lot of first-year students in private schools—34% of all students are in private schools. In contrast to the private sector, which focuses on making new and different types of company management structures, the public sector is mostly made up of things that are both well-known and smart. No one wants their customers to be ripped off, and no one wants their owners' profits to go down. That's why businesses in both the public and private sectors have a duty to compromise between the two extremes. A school's director is in charge of meeting the needs of the school's sponsor, the kids' parents or guardians, and the teaching staff. It's important that the school meets all of these people's needs and more. Every day, they still have to deal with a lot of problems, even though they know a lot about the place and the tools they need for their jobs. These were the biggest problems they had to deal with while running the school.

The people think that the public school system is inefficient, underfunded, and undervalued because it doesn't meet their needs. Many people worry about the quality of education in public schools (Malik, A. B. 2011). Many people have pointed out how important the managing person's training and punishment part of the college is. It's common for executives and managers to blame their workers when they say they are too controlling. Most people who work in institutional control don't like disciplinarian jobs because they're annoying and take too much time, which makes people less likely to behave well (Warner, M. K. 2009). Institutional rules that work and are up to date help keep things from getting out of hand (Cronin-Wojdat, W. P. 2020).

Everything depends on money. Gordy (2004) says that even a small amount of money can improve the growth and progress of a business. Pakistan's school system was in bad shape when it got its independence, and it had been struggling financially during that time. Both in theory and in reality, the second system of education was even less stable than the first because it didn't have enough government support (Yang, 2019). At the moment, school costs make up less than 2% of GDP. 3.2% of Pakistan's GDP goes to education, but only 2.7% of Nepal's, 3.5% of India's, and 3.5% of Bangladesh's. Corruption involving money made the system's problems even worse than they were before. The government and the school system worked together to raise the bar for great education and following through on policies.

The representative group at the next chief school can be passed down from one generation to the next because the teacher or head of the group can likely handle everything that needs to be done. Those in charge would be able to get better applicants if they could regularly and quickly do the most important tasks. As a group leader, make sure that when you give someone else power, it's for more than just giving them a list of jobs (Nadeem, 2021).

Because teaching is a job that requires constant attention, teachers need to keep their skills up to date. To help their students keep up with the fast-paced world of information, teachers need to be on the cutting edge of new ideas, observations, and social trends. It is best for students to learn from teachers who stay up to date on their areas, improve their skills, and become experts in their jobs. It makes it easier for them to learn and teach others. In the job of teaching, expertise is very important. People are always coming up with new ideas for changing society and the world (Nadeem, 2021). To keep getting better, teachers need to keep trying out new ideas, gathering new information, and noticing new things (Chuaungo, 2022).

It looks like the head teacher is having a lot of trouble with the way they teach because schools don't have enough instructional help. Books, boards, and other things that schools need are still missing from some of them. In many schools and other places of learning, there are not enough places to study and teach. The idea of ground is just a plan for how the kids will grow mentally and physically.

Because of this situation, things are worse for principals because they can't give their kids more chances to learn and grow. The teachers are going to end the class early. This means that teachers can't make a rule in the classroom that makes students want to learn for a reason (Mujahid, & Tatlah, 2022). A good teacher will be able to get to know their students on a human level most of the time.

According to Suleman et al. (2021), a worrying rise in teacher burnout in Pakistani schools is due to bad management. Some schools don't have work measurements because teachers haven't been trained properly, which makes the government even less sure about teachers' abilities to learn the ropes. There are only a few places where you can live without an expanded walking stick. Other school teachers may have it harder than usual because they will have to teach more classes than usual.

Monitoring is a way to help teachers improve their skills by keeping an eye on progress and giving feedback to both teachers and students. The small, useful parts of checkout, on the other hand, show how monitoring works in Pakistan. Teachers may

feel stressed because of the supervision process (Schueller, 2007). In their royal role, the people in charge of the work see their teachers as commoners and medicine pastes. Teachers are more against and skeptical of this big plan than ever before.

It is not common for schools in Pakistan to follow a structured structure. This complicated situation has gotten worse because there hasn't been any strong news between the person who made the deal, the teachers, the guardian, and the town. Sheriff (2017) says that the interested parties have been tricked because the system is not ordered well enough. There are many kinds of kindness that teachers are always thankful for, such as meeting the obligations that are written in contracts and lesson plans. Teachers don't have anything to do with making things better; they're only involved in putting things into action. And because of this, putting the blame on others has become an art form.

Out of Pakistan's 154,000 elementary school teachers, only 42,000 work in cities. Most of these schools' classrooms aren't big enough to meet the needs of today's diverse students and management staff (Saani, 2019). Professional and business managers as well as high-level teachers say that this position hurts the quality of the school. The level of education has gone down because schools don't have enough money for things like classrooms, bathrooms, and playground equipment. More and more students have to study under trees. There are a lot of people in Baluchistan, Sindh, and Punjab who don't want to send their kids to school. These people don't have the time, money, or energy to do things like go to school, join groups that work with land for work, or do arts activities (Rasheed, 2004).

There has been an improvement in first-stage dropouts due to the pitiful examples of growth and grooming, a lack of strong business managers, and inadequate oversight. This makes parents hesitant to enroll their children in such schools (Shahzadi and Perveen, 2002). The introduction of primary education in the nation has been steadily declining. Despite a rapidly expanding demographic, forty percent of our nation's children are under the age of five. Very young people giving birth, being abused, being trafficked, and other issues have arisen as a result of this terrifying situation in the country (Khalid, 1998).

Any group or institution can't function without effective communication. It brings together a system's various parts and (forms) a stronger, more comprehensive order of sound (Borman and Kimball, 2005). Reports indicate that secondary school educators are generally unmotivated to work towards bettering the educational system as a whole due to a lack of quality news coverage. In light of the weak government and ordering, the monitoring procedure is deplorable. Unfortunately, most teachers still don't know much about the government's plans, regulations, and policies when it comes to bad news. The quality of first-rate institutions for training and development is affected by all of this (Zafar, 2003).

### 3. Research Methodology

The goal of the study was to look into the management problems that secondary school head teachers and directors face. A quantitative research method was used for this study. Questionnaires were sent to head teachers of secondary schools in both public and private schools as part of the study. Number-based examination of the facts led to the outcomes. A poll with a Likert scale was made so that head teachers at the secondary school level could use it to gather information. The surveys were given to the heads of secondary schools one at a time.

The researchers selected ninety five (95) head teachers from district Bahawalnagar through simple random sampling technique. The researchers themselves visited the site and collected data from head teachers. They used the techniques for data analyses were frequency, mean score, standard deviation and t-test.

### 4. Data Analysis

The data were analyzed as follows;

**Table 1:** The district administrative officers provide guidance to you on administrative and financial matters of your school.

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t-test
1	Public	7	22	0	14	3	3.35	1.25	-2.49
	Private	19	22	0	4	4	3.98	1.21	
df = 94		t-value at 0.05 = 0.014							

Table 1 Key Findings The average score (3.35) generated by public head teachers is lower than the average score (3.98) obtained from private sector head teachers, indicating that most private head teachers tend to agree with the statement. The computed value of -2.49 is lower than the reported value of 0.011. Therefore, there is no notable disparity in the comments of public and private head teachers on the provision of guidance by district administrative officers on administrative and financial considerations of their school. A significant proportion of the head teachers in the private sector (41) express agreement with the statement.

**Table 2:** You are independent in decision making related to the improvement of instructions in your institution.

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t-test
3	Public	10	24	3	8	1	3.74	1.062	-2.03
	Private	17	27	0	5	0	4.137	0.86	
df = 94		t-value at 0.05 = 4.49							

The mean score (3.74) of the public head teachers' answer is lower than the mean score (4.13) of the private head teachers' answer. This means that most private teachers are likely to agree with the statement. The value that was calculated (-2.03) is less than the number that was written down (4.49). As a result, there isn't a big difference in the amounts or points of the teachers' answers when it comes to your freedom to make decisions about how to improve teaching at your school. As a result, 44% of private head teachers agree with the statement "you are independent in making decisions about how to improve instruction in your institution."

In Table 3, the mean score for public head teachers' answers (4.15), which is higher than the mean score for private head teachers' answers (4.09), shows that most private head teachers are likely to agree with the statement. The number that was estimated (0.26) is greater than the number that was written down (0.78). Because of this, there isn't a big difference in the amounts or points of the teachers' answers that make you better able to enforce the rules and laws in the school. For the most part, 43 of the private head teachers agreed with the statement, "You are better able to enforce administrative rules and regulations in the school."

**Table 3:** You are in a better position to implement the administrative rules and regulation in the school.

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t- test
4	Public	17	25	0	5	0	4.15	0.89	0.26
	Private	17	26	0	6	0	4.09	0.91	
df = 94					t-value at 0.05 = 0.78				

**Table 4:** You are now in a better position to solve your staff problems

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t-test
5	Public	20	20	0	6	0	4.16	-973	0.47
	Private	16	27	0	6	0	4.08	0.90	
df = 94					t-value at 0.05 = 0.63				

In Table 4, the mean score for public head teachers' answers (4.16), which is higher than the mean score for private head teachers' answers (4.08), shows that most private head teachers are likely to agree with the statement. The value that was calculated (0.47) is less than the number that was listed (0.63). There isn't a big difference between the answers of public and private head teachers who said that they are now better able to solve the problems of their staff at the organization level. The statement "you are now in a better position to solve your staff problems" was agreed upon by 43 of the private head teachers.

**Table 5:** You are facing troubles related to teachers' management skills

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t-test
9	Public	23	21	0	1	1	4.38	-802	2.59
	Private	19	30	0	0	0	4.38	0.49	
df = 94					t-value at 0.05 = 0.97				

Table 5 shows that the mean score (4.38) for public head teachers' answers is the same as the mean score (4.38) for private head teachers' answers. This means that the statement is likely to be agreed upon by both groups of head teachers. The number found by math (2.59) is bigger than the number shown in the table (0.97). As a result, there isn't a big difference between the areas where teachers said they were having trouble with management skills. So, the fact that most private head teachers (49%) are having trouble with teachers' management skills shows that the problem is with them.

**Table 6:** You have more time to make available supervision to your school staff

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t- test
6	Public	20	22	0	4	0	4.25	0.85	1.597
	Private	13	28	3	3	2	3.96	0.97	
df = 94					t-value at 0.05 = -114				

In Table 6, the mean score for public head teachers' answers (4.25), which is higher than the mean score for private head teachers' answers (3.96), shows that most private head teachers are likely to agree with the statement. The number that was calculated, 1.597, is bigger than the number that was written down, -114. Because of this, there isn't a big difference between the groups of teachers who said that they had more time to supervise their school staff. Out of the 42 public school head teachers who answered, most agreed with the statement that they have more time to supervise their staff.

**Table 7:** Regularity of service correlated troubles faced by workforce of your school has reduced

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t- test
7	Public	11	24	0	8	3	3.70	1.20	-2.16
	Private	17	28	0	3	1	4.16	0.874	
df = 94					t-value at 0.05 = 3.30				

The mean score (3.70) for the public head teachers' answer is lower than the mean score (4.16) for the private head teachers' answer. This means that most private head teachers are likely to agree with the statement. The value that was calculated (-2.16) is less than the number that was written down (3.30). So, there isn't a big difference in the amounts or points that teachers said about the fact that problems related to regularity of service have gone down for the staff at your school. The number of private head teachers who agree with the statement "Regularity of service-related problems faced by staff at your school have decreased" is 45.

**Table 8:** All the responsibilities are handover to the heads instead of staff and parents

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t-test
8	Public	15	27	4	0	0	4.24	0.60	-2.04
	Private	29	17	2	1	0	4.50	0.68	
df = 94					t-value at 0.05 = 4.29				

**Table 9:** The head – teacher - student liaison is best attain through usual meeting session

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t- test
9	Public	24	21	0	1	0	4.48	0.623	0.39
	Private	23	25	0	1	0	4.42	0.61	
df = 94					t-value at 0.05 = 0.69				

The average score for public head teachers' answers (4.24), which is lower than the average score for private head teachers' answers (4.50), is shown in Table 8. This means that most private head teachers are likely to agree with the statement. The value that was calculated (-2.04) is less than the number that was written down (4.29). So, there is a big difference in the amount or type of information that teachers gave about how all the tasks were given to the heads instead of the staff and

parents. That's why 46% of private head teachers agree with the statement that all the duties are given to the heads instead of the staff and parents.

In Table 9, the mean score for public head teachers' answers (4.48), which is higher than the mean score for private head teachers' answers (4.42), shows that most private head teachers are likely to agree with the statement. The value that was calculated, 0.39, is less than the number that was listed, 0.69. As a result, there isn't a big difference between the teachers' answers when it comes to the best way for the head to communicate with teachers and students: at every meeting. So, most private teachers (48 of them) agree with the statement that the best way for the head, teacher, and student to communicate is through regular meetings.

**Table 10: Bureaucratic policies should not be severely implemented to increase declared objective of the organization**

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t-test
10	Public	19	24	0	3	0	4.28	0.77	-2.00
	Private	27	22	0	0	0	4.54	0.503	

df = 94

t-value at 0.05 = 4.80

In Table 10, the average score for public head teachers' answers is 4.28, while the average score for private head teachers' answers is 4.54, which shows that most private head teachers tend to agree with the statement. The value that was calculated (-2.00) is less than the number that was listed (4.80). So, there isn't a big difference between the groups of teachers who said that strict adherence to official rules shouldn't be used to achieve the organization's stated goal. This means that most private head teachers (49) agree with the statement that strict organizational rules shouldn't be used to achieve an organization's stated goal.

**Table 11: The head teacher observe the performance of the trainer and trainees**

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t-test
11	Public	22	22	0	2	0	4.38	0.71	0.35
	Private	16	32	0	1	0	4.34	0.48	

df = 94

t-value at 0.05 = 0.72

In Table 11, the mean score for public head teachers' answers (4.38), which is higher than the mean score for private head teachers' answers (4.34), shows that most private head teachers are likely to agree with the statement. The value that was calculated (0.35) is less than the number that was written down (0.72). That being said, there isn't a big difference between the parts of the teachers' answers that say the head teacher watches the trainer and students work. So, most public head teachers (48%) agree with the statement that the head teacher watches how the trainer and students do their job.

**Table 12: Head teacher's participation in the decision-making procedure will encourage teachers and develop student's educational achievements**

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t-test
12	Public	8	34	0	2	2	3.96	0.86	-1.21
	Private	11	36	2	0	0	4.13	0.61	

df = 94

t-value at 0.05 = 0.22

Table 12 shows that the average score for public head teachers' answers is 3.96, while the average score for private head teachers' answers is 4.13. This means that most private head teachers are likely to agree with the statement. The value that was calculated (-1.21) is less than the number that was written down (0.22). So, there isn't a big difference between the groups of teachers who said that having the head teacher involved in the decision-making process will motivate teachers and help students do better in school. So, most private head teachers (47) agree with the statement that having the head teacher take part in making decisions will motivate teachers and improve the academic performance of students.

**Table 13: The head teacher provides teaching materials on time**

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t. test
13	Public	23	21	0	2	0	4.41	0.71	-0.28
	Private	22	27	0	0	0	4.45	0.503	

df = 94

t-value at 0.05 = 0.77

There is a difference between the mean scores of the public head teachers (4.41 vs. 4.45 for private head teachers) and the private head teachers' responses. This means that most private head teachers are likely to agree with the statement. The value that was calculated (-0.28) is less than the number that was written down (0.77). As a result, there isn't a big difference between the groups of head teachers who said that they give out teaching materials on time. Most private head teachers (49%) agree with the statement that the head teacher gives out training materials on time.

**Table 14: The public participation in the school management has optimistic result on the educational accomplishment of the students**

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t. test
14	Public	30	16	0	0	0	4.65	0.48	-196
	Private	31	18	0	0	0	4.62	0.48	

df = 94

t-value at 0.05 = 0.84

The average score for public head teachers' answers (4.65 out of 5) is higher than the average score for private head teachers' answers (4.62 out of 5). This means that most public head teachers are likely to agree with the statement. There is a difference between the estimated value (196) and the tabulated value (0.84). So, there isn't a big difference between the groups of teachers who said that letting the public have a say in how the school is run has a positive effect on how well the kids do in school. So, most private head teachers (49 of them) agree with the statement that letting the public be involved in school management is good for kids' academic success.

**Table 15:** Academic activities balances community behavior in the school

S. No.	Sector	SA	A	U	DA	SDA	Mean Score	SD	t. test
15	Public	19	27	0	0	0	4.41	-498	-1.143
	Private	21	23	1	2	2	4.53	-504	

df = 94

t-value at 0.05 = 0.25

In Table 15, the average score for public head teachers' answers is 4.41, while the average score for private head teachers' answers is 4.53. This means that most private head teachers are likely to agree with the statement. The value that was calculated (-1.143) is less than the number that was written down (0.25). So, there isn't a big difference between the public and private sectors when it comes to head teachers' answers about how academic events keep everyone in the school in line. So, most public school principals (46) agree with the statement that school activities balance out how people act in the society.

#### 4.1. Findings

After a detailed data analysis, the study have the following findings;

- According to the study, 41 out of 41 private head teachers agreed that district administrative officers provide guidance on administrative and financial matters related to their schools.
- The study revealed that majority of the private head teacher's (44) shows agreement with the statement, you are independent in decision making related to the improvement of instructions in your institution.
- It shows that majority of the private head teachers' (43) show agreement with the statement, you are in a better position to implement the administrative rules and regulation in the school.
- The study found that majority of the private head teachers (43) shows agreement with the statement; you are now in a better position to solve your staff problems.
- The study revealed that majority of the private head teachers (49) shows that they are facing troubles related to teachers' management skills.
- It is found that majority of the public head teacher's (42) shows agreement with the statement, they have more time to make available supervision to their school staff.
- The study revealed that majority of the private head teacher's (45) shows agreement with the statement, regularity of service correlated troubles faced by workforce of your school has reduced.
- It is found that majority of the private head teachers (46) shows agreement with the statement, all the responsibilities are handover to the heads instead of staff and parents.
- The study found that majority of the private teachers (48) shows agreement with the statement, the head – teacher - student liaison is best attain through usual meeting session.
- The study revealed that majority of the public head teacher's (48) shows agreement with the statement, the head teacher observe the performance of the trainer and trainees.
- It is found that majority of the private head teachers (47) shows agreement with the statement, head teacher's participation in the decision-making procedure will encourage teachers and develop student's educational achievements.
- The study discovered that majority of the private head teachers (49) shows agreement with the statement, the head teacher provides teaching materials on time.
- The study found that majority of the private head teachers (49) shows agreement with the statement, the public participation in the school management has optimistic result on the educational accomplishment of the students.
- It is also found that majority of the public head teachers (46) shows agreement with the statement, academic activities balances community behavior in the school.

#### 5. Conclusion

The "Comparative Analysis of Challenges in Educational Management in Public and Private Secondary" study sheds light on several key challenges and dynamics within the educational management system. The findings reveal a significant inclination among private head teachers towards the perception that district administrative officers offer essential guidance on administrative and financial matters, reflecting a reliance on external support for effective school management. Notably, most private head teachers affirm their autonomy in decision-making concerning instructional improvements, indicating robust operational independence. This autonomy is further reinforced by the head teachers' confidence in their ability to implement administrative rules and regulations, suggesting a well-established internal governance structure within private institutions. However, the study also uncovers notable challenges, particularly in teacher management skills, where many private head teachers report ongoing difficulties. This highlights a critical area where private institutions may require additional support or professional development initiatives to enhance management capacities. Conversely, public head teachers emphasize their ability to provide more supervision to their staff, suggesting a more hands-on approach in public institutions that may be conducive to fostering a supportive educational environment. Moreover, the study identifies a consensus among private head teachers that responsibilities are increasingly concentrated on them rather than shared with staff and parents. This could indicate potential stress points in management and governance. This is complemented by the finding that regular meetings between head teachers, students, and staff are crucial for maintaining effective communication and fostering positive relationships within the school community.

Finally, the study highlights a shared belief among private head teachers that bureaucratic policies should be flexibly implemented to achieve organizational goals, underscoring the importance of adaptive management strategies. The findings collectively suggest that while private and public sector head teachers face distinct challenges, there is a shared recognition of the need for balanced leadership, effective communication, and supportive policies to enhance the overall educational management and student achievement at the secondary level.

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