

**IMPROVING SCHOOL MANAGEMENT**  
*Learning from Successful Schools*

(A Synthesis Report)

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ANTRIEP



NUEPA



## Section I

# Introduction

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, and 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 focus on 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 both in developed as well as developing countries. In the last two decades, more interest has been focused on school effectiveness and successful schools. Even though much is known about the major characteristics of successful schools, there is much less clarity about what school leaders or managers do to achieve success. In other words, there is a limited understanding about dynamics of the process and ways and means adopted in managing successful schools. This is more so in case of many countries in Asia.

Against this backdrop, the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) has initiated a collaborative research project on 'Improving School Management in Asian Countries' with the ardent suggestions of member institutions and also considering that very little empirical research has been conducted in the Asian region. The project was undertaken in two phases. Initially, several members undertook a series of national diagnoses on the management of headteachers. In the second phase, the programme moved to the school level, where case studies on successful schools were carried out. IIEP in consultation with National University of Educational Planning and Administration (NUEPA, formerly NIEPA), at the focal point prepared the broad outline of the research proposal covering scope, objectives and important research questions to be examined in the case study of schools. The same has been sent to all member institutions requesting them to prepare detailed research proposals considering their own country's educational context. Eight member institutions from six countries sent their specific proposals. The research proposal including methodology, structure and organization of case study was finalized in a workshop organized in Bangladesh during April 2003. Another workshop was organized in Nepal during December 2003 to discuss the draft case studies. The research teams from the member institutions participated in both the workshops and deliberated upon the objectives of the case studies of successful school management in selected countries of Asia.

## **Educational Organization**

A cursory look at the educational organisation of the selected countries is crucial in understanding the variations in the school organisation. The following table illustrates the selected education indicators of the respective countries and shows that the legal guarantee of free education is provided in all the countries except in Pakistan and Malaysia. The age group for providing compulsory education is varied. With regard to pupil teacher ratio it is ideal in Malaysia (20:1) and worst in Bangladesh (55:1). Net enrolment ratio is lowest in Pakistan at 59.1 and highest in Sri Lanka at 99.9.

**Table 1.1: Selected Education Indicators, 2001**

<b>Countries</b>	<b>Compulsory Education (age group)</b>	<b>Legal Guarantee of Free Education</b>	<b>Pupil Teacher Ratio</b>	<b>Total Gross Enrolment Ratio</b>	<b>Net Enrolment Ratio</b>
Philippines	6-12	Yes	35	112.1	93.0
India	6-14	Yes	40	98.1	82.3
Bangladesh	6-10	Yes	55	97.5	86.6
Pakistan	5-9	No	44	73.2	59.1
Malaysia	-	No	20	95.2	95.2
Nepal	6-10	Yes	40	121.6	70.5
Sri Lanka	5-14	Yes	-	110.4	99.9

Source: *EFA Global Monitoring Report 2004/5*.

In Pakistan, a range of different systems provides the school education and types of schools that are difficult to classify and of vary greatly in quality provision:

- a government system of primary and secondary schools;
- a range of private schools and school systems (some non-profit and others for-profit);
- religious schools (known as madrasahs); and,
- community-based schools.

In case of India, education is a fundamental right and the pattern of education differs from state to state, but it has more or less a similar pattern of education everywhere. There are broadly four stages of school education, namely, primary and upper primary, secondary and higher secondary. The school management is either government, private or private aided. The general school education spans for ten years of schooling with additional one or two years of pre-primary education. The elementary education, which consists of 5 years of primary and 3 years of upper primary education, is of 8 years duration known as elementary education. Decisions regarding the organization and structure of education are largely the concern of the States/Union Territories. Within the overall framework of the national policy on education, each State/Union Territory has been independent in determining the educational structure to be adopted. This is particularly true of the school stage. However, there is almost complete uniformity in the pattern of educational structure within a particular

State or Union Territory.

In Philippines public education system embraces both formal and non-formal education. Formal education has three levels, namely, elementary, secondary and tertiary. The elementary or primary education, involves the compulsory six grades in public schools, provided free by the government and the seven grades in some private schools, in addition to optional preschool programs. At the second level, public secondary education is also provided free by the government, which corresponds to four years of high school.

The Bangladesh education system may broadly be divided into three stages, these are primary, secondary and tertiary. Total duration of education from primary to tertiary level counts for 16 years – 5 years for primary, 3 years for junior secondary, 2 years for secondary, 2 years for higher secondary and 4 years for tertiary education. Besides the general education system, traditional system of education based on religious beliefs of the population is also there. Such system for Muslims is known as Madrassa system and for Buddhists and Hindus as Tol or Sanskrit and Pali education system.

Primary education in Bangladesh begins at age 6. Generally, children between 6-10 years are enrolled in primary schools. There are eleven types of primary schools in the country<sup>1</sup>. These may be formal, non-formal, Bangla medium, English medium and religious. Five years cycle of primary education is free and compulsory by law.

Malaysia provides 11 years of free primary and secondary schooling. Most children between four and six years of age begin their education at pre-school in kindergartens set up by 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, at level two, from Year Four to Six.

In Nepal, the education system is comprised of four stages: pre primary, primary, secondary and higher secondary or Proficiency (PCL). Primary education or the first level of education in Nepal comprises of five years of schooling. Most of the children enrol to the primary schools directly when they reach 6 years of age. The minimum entry age for this level is 6 years.

In Sri Lanka the education system consists of the following levels:

- Primary Level- 5 years - Grades 1-5
- Junior Secondary Level - 4 years - Grades 6-9
- Senior Secondary Level - 2 years - Grades 10-11
- Collegiate Level - 2 years - Grades 12-13

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<sup>1</sup> There are Government primary school, Registered non-government primary school, Un-registered non-government primary school, Non-formal primary school, Ebtedayee madrassa, community school, satellite school, Kindergarten, high school attached primary section, and high madrassa attached ebtedayee section. Cited from the case study conducted in Bangladesh.

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Children from age five to ten attend primary school; from age eleven to fifteen they attend junior secondary school (terminating in Ordinary Level Examination); and from age sixteen to seventeen they attend senior secondary school (terminating in the Advanced Level Examination). Those who qualify can go on to the university system, which is totally state-run.

### **Objectives of the study**

The broad objectives of case study of successful schools comprise to identify programmes, strategies and devices on which school managers rely to make their schools successful and to examine the ensuring policy for school management. Towards this, the research questions addressed in the study include:

- (i) Are there any preconditions for schools to be successful?
- (ii) What are the management strategies or tools of most, if not at all, schools which help to explain their success?
- (iii) How feasible is the system-wide adoption of these strategies and tools?

The ultimate objective of the research programme is to inform institutions on how to build 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.

### **Case Studies**

Keeping the overall purpose in mind, the case studies have been visualized. This set consisted of "institutional" case studies covering only one or a few schools. This involved identifying specific schools that have successfully improved their school management processes through their own initiative (action projects or specific innovations). These are very different schools: primary or secondary, urban or rural, and with small or large enrolment of children, schools operated by different agencies like government, government aided private management and exclusively private management. It is important that the success thus obtained has been shown to be sustainable. The case studies of diverse models of successful schools would provide the different and common strategies, which make schools successful in socio-cultural, economic and geographical landscapes.

The main focus of each case study was decided on the basis of contextual factors at national and school levels adopting a broad framework about different aspects of school level process.

#### *Organization of the Case Studies*

**Preparatory Stage:** In this first stage, each member institution was asked to prepare a detailed draft proposal specifying the theme and types of case studies to be undertaken. Nine member institutions from seven countries i.e. Bangladesh (NAEM and BRAC), India (SIEMAT and NCERT), Sri Lanka (CEMD-NIE), Nepal (CERID), Malaysia (IAB), Philippines (INNOTECH) and Pakistan (AKU-IED) proposed to take up case studies of successful schools in their respective countries. While selecting the theme, the institute kept in mind the specific country situations and the expertise available within the participating institution.

**Design Stage:** The preliminary proposals were shared among the participating member institutions and the design of the Case Studies was finalized in a Technical Workshop organized for all the members during April 2003 in Bangladesh. The Workshop ensured to develop a common framework with feasibility to accommodate specific context of different countries and also that the case studies together comprehensively covered various aspects of School Management and the Role of Head Teachers. The synthesis report includes the selection of successful schools, how did different member institutions interpret the term, the sampling selection criteria, tools and methods used for data collection by different member institutions and the major findings of case studies. The research results are organized under different research questions like:

- (1) Are there any preconditions for schools to be successful? This aspect examines the profile of the headteachers, teaching force, availability of resources, level of autonomy and schools success.
- (2) What are the management strategies or tools of most, if not all, of these schools which help to explain their success? Under this theme, teacher supervision, delegation of tasks, presence of teacher incentives, individualised attention to students, student assessment for improving teaching learning and emphasis on discipline of teachers and students, management of time by head teacher/Principal, personal characteristics of head teacher/Principal, interpersonal relationships and relation with administration and community.
- (3) How feasible is the system-wide adoption of these strategies and tools?
- (4) Implications of the major findings for further action by ANTRIEP.

### *Sampling and Selection Criteria*

In order to address the research questions, a broader research study was taken up by various member institutions by adopting the case study approach. The foremost aspect is that 'reliability' of any qualitative research lies on definition of sample unit, methods of investigation and effectiveness of tools employed for data collection. Sampling procedure, selection criteria and research tools, therefore, assume tremendous significance.

The selection of successful schools in a variegated setting spread over a host of countries is a difficult proposition but this was achieved through the use of 'rigorous selection criteria' which was largely acceptable, common and standard. Though the member countries employed criteria specific to their countries as well as common across various countries as standard procedures of determining successful schools, the emphasis was always on a verifiable claim. For example, academic achievement, enrolment and pass percentage in public examination results, achievement in co-curricular activities, utilization of resources, recognition through gaining of awards, relation with community, innovations, adaptation, public opinion regarding the quality of the concerned school, etc. were used as selection criteria. In fact, the sampling was multi-staged, purposive and stratified. Besides factors like rural-urban, Govt.-Private, large and small size, old and recently established and serving different segments of population (advantageous-disadvantageous dichotomy) were also reflected upon.

Following the broad parameters, the individual member institutions adopted the concept of a successful school specific to their own context.

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**Philippines:** In case of the Philippines, the concept of successful school was applied to schools, which were winning national or regional awards as a part of search for effective elementary and secondary schools. Award winning school is a successful school. Though one may not agree with such simplistic criteria, at the outset, it is important to note that the very selection procedure for awards is rigorous and tough and it takes into account several holistic parameters considering school as a unit. In the Philippines, the schools are awarded, based on analysis of data gathered by a team of experts directly from schools using 17 formats covering motivation of learners, commitment and competence of teachers, capable and dynamic managers, conducive learning environment and community relationship. In other words, the concept of successful schools in Philippines encompasses both academic, managerial, school environment and motivational aspects as well as, in addition, relationship with the community. The parameters considered are positive and constitute a verifiable selection criterion than being a biased and a normative one.

Specifically, the school must have won the National Award for being an Effective School at the national / regional level or must have been a finalist in the search at the national level; and the current school head is the same person when the school was given the award. Using the above criteria, two schools were chosen.

**India:** In the context of India it may be observed that two agencies namely State Institute of Educational Management and Training (SIEMAT) Allahabad Uttar Pradesh and a national level autonomous body National Council conducted the case study of schools for Educational Research and Training (NCERT). The SIEMAT considered 100 per cent enrolment, high retention rate, varied and interesting teaching pupil achievement in school, satisfactory partnership in school community relationship, regular parent teacher meetings, adoption of continuous comprehensive evaluation and adequate academic support and supervision.

On the other hand, NCERT focused on pace setting residential schools called Jawahar Navodaya Vidyalaya (JNV) one in each district in the country run by the central government for rural talented students. The sample schools were selected on the basis of an index developed based on academic achievements. Schools were ranked in terms of the performance of students in the last three years' national examination. Twenty schools were selected on this basis and later on another school was added to it as it was functioning creditably in a difficult terrain largely with students from disadvantageous tribal groups. Further, performance in co-curricular activities was added to rank the schools with 70 and 30 per cent weightage to academic and co-curricular achievements respectively and an overall ranking was given. Since top two ranking schools were from the same state, representation was given to another state by selecting the third rank school. The third school was deliberately selected despite being ranked 12 in the list, in order to give representation to a school that is located in interior tribal area with such performances rather well in comparison to other schools placed under similar situation.

**Bangladesh:** In case of Bangladesh, two agencies namely NAEM (National Academy of Educational Management) and BRAC conducted case study of the schools. NAEM took into account grading of schools by education department as criteria for considering a school as successful. 'A' graded schools indicate the best schools based on material conditions, teacher quality (100% trained) results of public examination and in case of private schools year of accreditation, location (rural-urban), enrolment and management types for selecting schools.

Multi criteria purposive sampling has been adopted. At the outset, the list of 'A' category schools



was taken. From this list, 4 sub-lists were prepared representing government schools, non-government schools located in Dhaka city, schools located in the suburbs of Dhaka and schools located in rural areas nearest to Dhaka. At the second stage, schools having more than 80% success rate were identified from government and non-government schools located in the city limits of Dhaka while for the schools of suburb and rural areas the index for success rate was 65% and 50% respectively. Thirdly, one school from each of the 4 sub-lists of (i) Dhaka city government secondary schools with more than 80% success rates, (ii) Dhaka city non-government schools with more than 80% success rates, (iii) suburban non-government schools with 65% success rates, and (iv) rural schools with more than 50% success rates was selected purposively so that the second selection criteria is satisfied. At the fourth stage, the researchers contacted the primarily selected schools to collect data related to the promotion and drop-out rates. Both the rates were found satisfactory and far above the national rates. The national promotion rate is 90% while in the selected schools it ranges between 93-95%. NEAM's selection process comprised of a stratified and purposive sampling.

The BRAC prepared a list of successful programme organizers (POs) and two schools were selected from the list based on students' attendance, achievement and the relationship of the school with the community. In case of government primary schools: enrolment, attendance, students' performance and the school community relationship formed the basis. However, in case of second school, it was the opinion and recommendation of the local education officer that mattered the most.

**Pakistan:** Pakistan followed equally rigorous criteria before selecting three schools. They generated twenty characteristics of 'successful schools' for use in selecting the research sites. The list of characteristics was then rank ordered by three groups that reduced the list to a manageable number of characteristics by including the top five ranked items from each group. As a result, the following characteristics were accepted for being successful schools:

- (i) a satisfied and motivated staff willing to go to school,
- (ii) students willing to go to school,
- (iii) flexibility and openness to change,
- (iv) effective professional development of staff,
- (v) a moving school culture,
- (vi) curriculum with a view of the world beyond the classroom,
- (vii) a stress-free atmosphere, and
- (viii) increased life chances of students.

The research team then considered two other factors concerning school selection - the schools selected should represent a range of school systems and be geographically spread across Pakistan. Taking into account these factors and accessibility in terms of travel, the following schools were selected:

- a. A government school in Lahore, Punjab province
- b. A private school in Karachi, Sindh province
- c. An Aga Khan Educational Service (AKES) school in Northern Areas.

**Malaysia:** For Malaysia, the criteria were National Award Winning Schools who select themselves based on the following qualifications viz. head teacher's leadership, school climate, learning activities and quality outcome.

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**Nepal:** Nepal too followed detailed criteria in selecting successful schools. The following criteria were listed for considering the schools as successful: National award winner for outstanding performances. Good performance in national examination results.

**Sri Lanka:** The selection criterion was a little different in case of Sri Lanka, though by no means loose. It gave emphasis to promising successful schools, opinion of media and the administration regarding the standard of the school. These schools have 5-10 years of public standing and are usually referred to as ‘model schools’ by the policy makers, ministry of education, provisional officers, principals, teachers as well as by members of the media. These schools are visited by trainees, representatives from other schools to witness the involvement and commitment of its teachers.

Sri Lanka has also given representation to rural and urban schools, types of management, levels of schools and more importantly to the dimension of gender, thus bringing into focus a large variety of realities existing in the educational system of the country.

A look at the above selection criteria enumerates that a successful school has many criteria and is not restricted to a particular fixed criterion. Various countries have defined ‘successful school’ in terms of their respective understanding, though a broad picture can emerge from the given descriptions. For example, in the case of Philippines, Nepal and Malaysia, winning a national award is considered a measurement of success and the bestowing of an award depends on a host of parameters like quality of teaching, performance etc. In India, both academic and co-curricular activities have been taken into consideration. Success is defined contextually in comparison to similar schools in similar setting rather than adopting a fixed criterion. In case of Bangladesh, the success has been largely measured in terms of grading made by the Ministry of Education and different levels of performance in public examinations in urban, semi-urban and rural areas, while in Sri Lanka, more than pass percentage, it is the public awareness, public opinion, commitment and involvement that matter the most. In Pakistan the success was measured in twenty distinct characteristics of the Head, teachers and students. Thus, a cursory glance at these cumulative criteria suggests that success can be gauged from the academic and co-curricular activities, adoption of innovative techniques, openness towards change and involvement with the community. Further, the inclusion of a number of selection criteria, representation to various management types and localities has brought a holistic perspective into this research, besides reflecting the diversity and pluralism present in the educational system across a number of countries inhabited by billions of population.

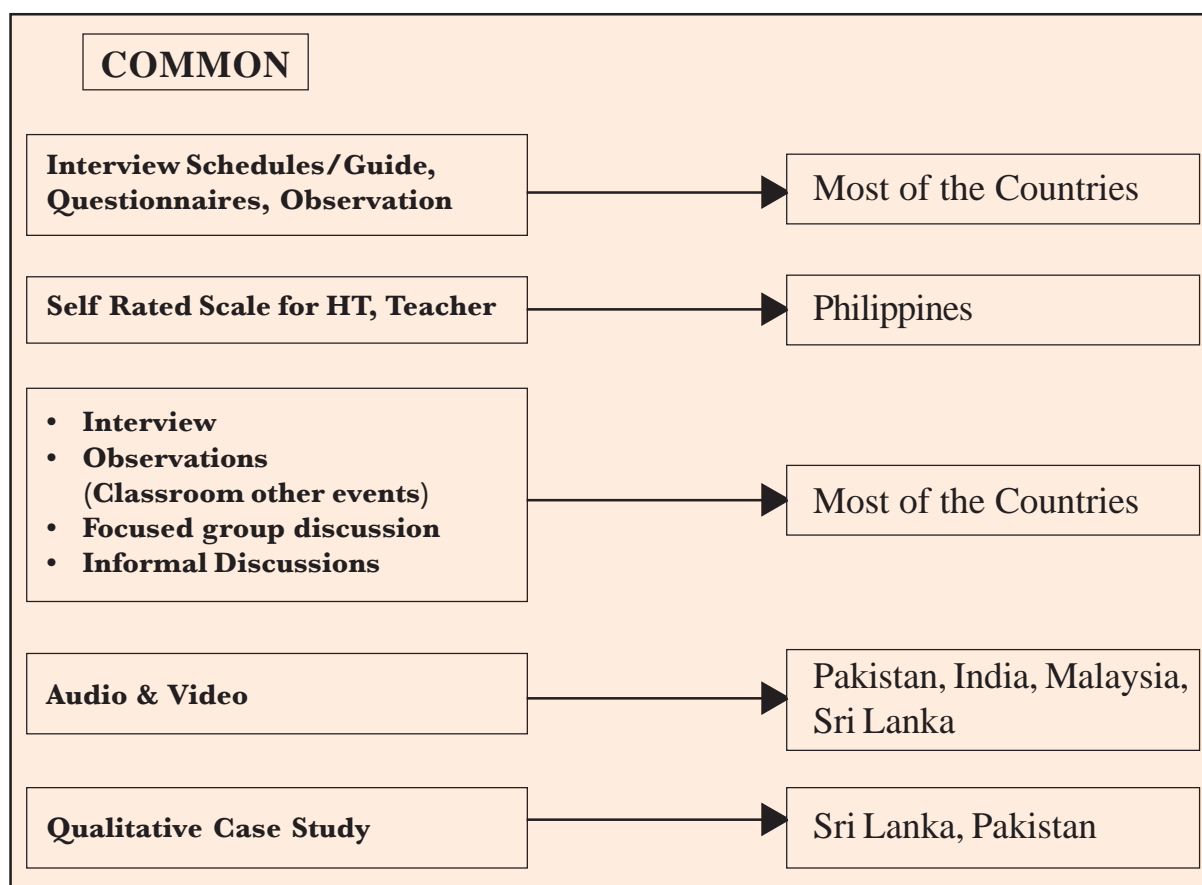
### *Tools and Techniques for Data Collection*

In the words of an acclaimed social scientist Karl Pearson, ‘there is no short-cut to truth except the gateway of scientific knowledge’ that refers to the use of scientific method for generating, simulating and interpreting data. This involves a proper use of research methodology and techniques. Information generating is one of the most difficult phases of research and the entire success of research depends on this. There are several techniques used to collect, codify and simulate data. In this section, a brief outline of techniques of data collection is discussed.

In this research project, fieldwork method was preferred over other methods and attempts were made to collect data through series of field visits, in some cases, even continuously staying in these schools for a week or so. Information pertaining to schools was collected on case-by-case basis and the case studies were prepared to give a shape to the research. In fact, emphasis was given on collecting information from various sources to sustain the qualitative aspects of the study. Since

fieldwork was an important part of this exercise, research teams themselves visited the schools to collect data. This had an advantage for research teams to have more in-depth and firsthand understanding of the school they studied. This in turn required thorough and substantive field visits and in some cases research teams had to visit schools from 5-35 times depending on the need and necessity of the information. Furthermore, the researchers had to stay at some schools for more than a week to collect the data. In this context, it is critical to note that in such types of information collecting process, the onus lies on the investigator who has to build a rapport in order to procure the requisite information. Since the respondent group was diverse and dissimilar consisting of head teachers, teachers, students, old boys' and girls' alumni, community members, parents, members of SMC, village education committee, government officials, local level functionaries and non-government organizations, it was difficult to build, maintain and use the rapport in obtaining the required information. Towards this, the investigators had to spend considerable time among these respondents by way of sharing foods, joining in their discussions, attending SMC, VEC, PTA and staff meetings, observing classroom teaching, keeping an eye on local events etc.

**Figure 1.1: Tools and Techniques for Primary Data Collection**



In order to facilitate the fieldwork, the investigators had taken permission from respective authorities as well as schools. This was important and essential for avoiding any apprehensions among head teachers, teachers, SMC etc. to obtain several details of the processes followed in schools. Though, more often than not the tools were common and standard, at times the investigators had also to use alternative and different techniques depending upon the context and specificity of the situation.

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This helped in collection of information fully as through questionnaires, interview schedules, self-rating scales and other research tools. Audiotapes and video recordings of discussions and observations were prepared to verify and crystallize the information.

Efforts were made to crosscheck and verify data through various means including triangulation test. At a later stage, data were codified and exposed to computer simulation to generate specific and interrelated information. These are essential parts of any research but more specifically for the case study method. The credibility of case study method lies exclusively on sampling selection, at the one end, and methodology, on the other. In the first part, we have discussed the sampling procedure where multi-grade sampling was done to select the schools and efforts were made to define and determine the characteristics of 'successfulness' specifically. As far as the methodology is concerned, the study should remain free from bias and out of irregularities. The methods used in a particular study ought to have the capability for in-depth mapping of general and peculiar features of the respondents and the quality to capture the dimensions and dynamics of research universe under investigation.

Though enough care was taken to make the study methodologically sound, some discrepancies have inevitably crept into. Since a number of research teams across different countries were involved in the exercise it was difficult to maintain and adopt a common method. For example, there has been a wide divergence in the frequency of visits made by respective investigators to schools. Some investigators have paid only five visits while others have 35. This is a case of confusion. While less number of visits point out to limited scope for in-depth understanding and constraints in collecting information, numerous visits indicate lack of continuity, disproportionately wastage of time etc.

In some cases, audio-visual methods were used to have a better perspective and in other cases, ethnographic techniques were employed to generate qualitative information. The case studies also covered a vast body of quantitative information pertaining to a wide range of aspects like enrolment, number of teachers and their qualification, performance in national examinations, available facilities, etc. that were collected and collated.

The qualitative data analysis includes content analysis, transcription of audio recordings, analysis of the field dairies and analysis and tabulation of the secondary data. However, IED–AKU Pakistan and IAB–Malaysia used NVivo programme for content analysis. This programme enabled to categorize all nodes to be formed and the excerpts from the transcript to be coded according to those nodes. The nodes were developed from the analytic framework to ensure that the data analysis is consistent with the framework.

### *Structure of the Report*

The report is divided into six sections; section one is the introduction, section two focuses on the profile of the successful schools. Section three gives the profile of the school, students, teachers and head teacher. Section four explains the management devices adopted by head teachers for sustaining the success of the school. Section five discusses the importance of interpersonal relationships and the final section i.e. section six suggests the possible models of the successful schools, which have emerged from the analysis.

## Section II

# Profile of Successful Schools

The definition of successful school is quite difficult to generalize, as it would consist of different components for different environments, as it is context specific. The power of effective school lies not in their specific characteristics but in the ethos or culture they develop (Rutter, Maugham, Mortimore, Ouston & Smith; 1979). In effective schools, such behaviours may include high expectations (Brookover, Bready, Food, Schweitzer, & Wisenbaker; 1979), high commitment to work, action orientation, professional autonomy, recognition for good performance, and a commitment to providing slack time to professionals for the development of programmes and skills (Clark, Lotto, and Astuto; 1984). Thus, in highly achieving schools most members consistently support (in word and deed) the presence of particular norms and values (Firestone & Corbett; 1988). Saphier and King (1985) have suggested 14 norms that give shape to an affective school's culture:

- Collegiality
- Experimentation
- High expectations
- Trust
- Confidence
- Tangible support
- Reaching out to the knowledge bases
- Appreciation
- Recognition
- Caring-celebration-humour
- Involvement in decision making
- Protection of what is important
- Traditions
- Honest, open communication

The school culture in isolation cannot be sustained for retaining success of a school, and here the role of school head becomes very crucial. The role of head teacher or the school principal has become more crucial now than ever before in view of dwindling resources and increased expectations

of schools. Invariably, the onus for projecting the school's worth in the increasingly competitive world is essentially placed on the headteacher. Three sets of developments in this regard are important:

- (1) ***School as the unit for planning and development:*** Traditionally quality improvement in education has meant introduction of system-wide reforms, often focusing on curriculum reform measures or setting new benchmarks for provision of facilities in schools. This approach has gradually begun to give way to treating the individual school as the unit for improvement action. This obviously has a significant impact on the roles and functions of the headteacher. In this respect, every school has to acquire an institutional identity and meet the social as well as official expectations in a competitive framework.
- (2) ***Accountability based on performance linked to outcomes of schooling:*** Open choice, competition and official assistance linked to performance define the emerging framework for assessing school functioning. Studies show that the new performance-assessment framework is putting unprecedented pressure on the school head to show results. Though some aspects of this approach have attracted considerable criticism for trivialising school education and making it unduly examination oriented, the trend has gained greater momentum in many parts of the world.
- (3) ***Increased internal autonomy:*** A direct consequence of the changes mentioned above is the increased autonomy in the daily functioning of the school with implied enhancement in the powers and responsibilities of the school head. Every headteacher is expected to lead the school towards improved standards of functioning by shared understanding of the goals of the school and securing the contribution of everyone.<sup>2</sup>

During the recent years the importance of the role of the headteacher has increased further due to two complementary developments. The first relates to the emphasis being laid on decentralisation of educational management in general. In some countries of the Asian region, this emphasis has already been translated into reality, while in most others policy makers and planners are actively engaged in designing modalities of decentralisation, which invariably affect internal school management, and the role of the school head. The second development is a gradual move towards school-based management and enhanced autonomy to schools. Further, active involvement of different stakeholders in the internal management of schools is increasingly viewed as an effective means of promoting and improving schools. This trend demands better and non-traditional managerial skills from the headteachers.<sup>3</sup> Role of the Head is crucial in improving school management and making the school successful. The following section explores the backdrop of selected schools from the selected countries.

### **Case Specific Details**

A total number of 30 successful schools were covered by different research teams from Bangladesh, India, Nepal, Philippines, Pakistan, Sri Lanka and Malaysia. These schools exhibit a wide variety of characteristics and a diversity ranging from location to shift. The number of schools incorporated in the study is also not same. While it is just a single school from Malaysia, there are 8 case studies

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<sup>2</sup> ANTRIEP and European Commission, New Delhi, *Role of Headteachers in School Management in India, Case Studies from Four States*. pp. 7-8.

<sup>3</sup> *Ibid.*

from India and Bangladesh. Similarly, the study represents single teacher BRAC schools of Bangladesh to schools having more than hundred teachers.

**Table 2.1: School Profile**

Country	No. of Schools	Location		No. of Years	Management			Category			Level		Class
		R	U		Govt	Aided	Pvt	B	G	Co.Ed.	Pri	Sec	
Bangladesh	8	5	3	44	3	3	2	3	-	5	4	4	I-IV/V/ VI=40% I-X=27% I-XII =17% VI-X=3% VI- XII=13%
India	8	6	2	35	6	2	0	-	-	8	4	4	
Nepal	4	2	2	42	-	4	-	-	-	4	-	4	
Philippines	2	1	1	72	2	-	-	-	-	2	2	-	
Pakistan	3	-	3	56	1	-	2	-	2	1	-	3	
Sri Lanka	4	2	2	46	4	-	-	1	1	2	1	3	
Malaysia	1	-	1	10	1	-	-	-	-	1	1	-	
<b>Total</b>	<b>30</b>	<b>16</b>	<b>14</b>	<b>Ave. 44</b>	<b>17</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>23</b>	<b>12</b>	<b>18</b>	
<b>Percentage</b>	100	53	47		57	30	13	13	10	77	40	60	

*Note: Type of School= Day- 87%; Residence- 13%.  
Shift of School= Single Shift- 93%; Double Shift- 7%  
Campus=Single Campus- 97%; More than one Campus- 3%  
R- Rural, U- Urban, B-Boys, G-Girls*

Out of total (30) sample schools selected in the study, 16 schools (53 per cent) were from rural areas and 14 schools (47 per cent) were situated in urban and semi-urban areas. India has the highest number of rural schools among the member countries, closely followed by Bangladesh with 5 rural schools. Nepal, Sri Lanka and Philippines have equal number of rural and urban schools for the selected case studies.

The study also has some interesting figures in terms of the number of years of establishment of the schools. Out of 30 sample schools, most schools are above twenty years except in Malaysia, thus, showing a trend where it is easy to assume that fairly old established and experienced schools have a success story. Out of 8 schools selected from Bangladesh, half of them were functioning for less than 20 years while other schools are quite old (Table 2.2). There is a school each in Bangladesh and Pakistan with a history of over a century, while Sri Lanka has, on the other hand, a sample school with only five years of existence. The average age of schools counted in terms of years of establishment is 44, thus, representing that the study has relatively stable and old schools. The diversity of schools can also be gauged from the different management types representing government, private and private-aided. Though with 57 per cent schools under its control, government tops the management types representing from all countries, except Nepal. The 30 per cent of schools representing aided management are from India, Bangladesh and Nepal. There are five schools located in Pakistan, India and Bangladesh that are run by NGOs and Private managements/trusts. From the composition of gender, a big majority (23) of them are co-education schools, while 10 per cent schools are exclusively for girls representing Pakistan and Sri Lanka. Forty per cent of schools

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are primary schools, whereas 60 per cent are secondary and senior secondary schools. However, some of the primary schools covered in the study were part of large secondary/senior secondary schools.

The sample schools depict diversity not only across the countries but also within a particular country.

**Table 2.2: School Profile**

Country	No. of Schools	Location		No. of Years	Management			Category			Level		Class
		R	U		Govt.	Aided	Pvt.	B	G	CoEd.	Pri.	Sec	
Bangladesh	1	√	-	56	√	-	-	-	-	√	√	-	1-V
	2	√	-	100	√	-	-	-	-	√	√	-	1-V
	3	√	-	18	-	-	√	-	-	√	√	-	1-IV
	4	√	-	18	-	-	√	-	-	√	√	-	1-IV
	5	-	√	20	-	√	-	√	-	-	-	√	1-X
	6	-	√	18	-	√	-	-	-	√	-	√	1-X
	7	√	-	75	-	√	-	√	-	-	-	√	VI-X
	8	-	√	46	√	-	-	√	-	-	-	√	1-X
	<b>Total</b>	<b>5</b>	<b>3</b>	<b>44</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>-</b>
India	1	√	-	66	√	-	-	-	-	√	√	-	I-V
	2	√	-	29	√	-	-	-	-	√	√	-	I-V
	3	√	-	71	√	-	-	-	-	√	√	-	I-V
	4	-	√	45	-	√	-	-	-	√	√	-	I-V
	5	-	√	18	-	√	-	-	-	√	-	√	I-XII
	6	√	-	18	√	-	-	-	-	√	-	√	VI-XII
	7	√	-	18	√	-	-	-	-	√	-	√	VI-XII
	8	√	-	12	√	-	-	-	-	√	-	√	VI-XII
	<b>Total</b>	<b>6</b>	<b>2</b>	<b>35</b>	<b>6</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>-</b>
Nepal	1	-	√	57	-	√	-	-	-	√	-	√	I-XII
	2	√	-	35	-	√	-	-	-	√	-	√	I-XII
	3	√	-	41	-	√	-	-	-	√	-	√	I-X
	4	-	√	36	-	√	-	-	-	√	-	√	I-X
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>42</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>4</b>	<b>-</b>
Philippines	1	√	-	85	√	-	-	-	-	√	√	-	I-VI
	2	-	√	63	√	-	-	-	-	√	√	-	I-VI
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>72</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>
Pakistan	1	-	√	50	-	-	√	-	√	-	-	√	I-X
	2	-	√	95	√	-	-	-	√	-	-	√	I-X
	3	-	√	22	-	-	√	-	-	√	-	√	I-X
	<b>Total</b>	<b>-</b>	<b>3</b>	<b>56</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>3</b>	<b>-</b>
Sri Lanka	1	-	√	66	√	-	-	-	-	√	-	√	I-XII
	2	√	-	51	√	-	-	√	-	-	-	√	I-XII
	3	√	-	62	√	-	-	-	√	-	-	√	VI-XII
	4	-	√	5	√	-	-	-	-	√	√	-	I-V
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>46</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>-</b>
Malaysia	<b>Total</b>	<b>-</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>I-V</b>
<b>Grand Total</b>	<b>30</b>	<b>16</b>	<b>14</b>	<b>Ave. 44</b>	<b>17</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>23</b>	<b>12</b>	<b>18</b>	<b>-</b>
<b>(%)</b>	100	53	47		57	30	13	13	10	77	40	60	-



In the sample schools two types of curriculum was adopted namely, national or state curriculum and school based. School based curriculum is adopted by most of the countries successful sample schools.

**Table 2.3: National/State Curriculum and School Based Curriculum**

Country	No. of Schools	National/ State Curriculum	School-based Curriculum (own)
Bangladesh	8	8(100%)	6(75%)
India	8	8(100%)	0(0%)
Nepal	4	4(100%)	3(75%)
Pakistan	3	3(100%)	1(33%)
Philippines	2	2(100%)	0(0%)
Sri Lanka	4	4(100%)	4(100%)
Malaysia	1	1	0(0%)
<b>Total</b>	<b>30</b>	<b>30(100%)</b>	<b>14(47%)</b>

The size of the school in terms of the number of students is very different among the sample successful schools, both within the country as well as across different countries. In Bangladesh, the student enrolment number showed a lot of variation with a private aided school having 3417 students on its roll while a government primary school has 320 students in comparison, thus showing divergent cases. Similarly, in the case of India, the sample of schools includes a student enrolment of 234 to 600. The picture is same in the profile of other countries as well.

The sample schools present a different class size. It varies between primary and secondary and among different management schools. Some of the schools have very large classes up to 90 to 134 students. This situation was found in a remote rural government primary school as well as in an elite urban autonomous Royal School in Pakistan. These schools have special institutional culture and special teaching methods, which explains their success, in spite of having over-crowded classes. In fact, the head teachers are conscious of the problem and pressing for additional teachers. While the rural school has a large class size mainly due to lack of adequate number of teachers, in case of urban elite school, the high public demand for admission was considered a reason for such a large class size. However, both these successful schools have a common school culture, where teachers love their school and children and also devote to teach and organise classes adopting different innovative methods. Though these schools have inadequate number of teachers, they have the right teachers.

While all the sample schools are considered successful, there are considerable differences among these schools in terms of pupil-teacher ratio both within and across the countries as stated earlier. In Bangladesh, the lowest pupil teacher ratio is 28:1 in a BRAC managed primary school, while in a government primary school, the ratio was 53 students per teacher. Among the secondary schools,

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the pupil teacher ratio varies from 36:1 to 46:1. Surprisingly, in some successful government primary schools in India, the pupil teacher ratio was as high as 134:1 and in another case in Pakistan; it is almost 90:1. However, the pupil teacher ratios in JNV vary from 16:1 to 19:1. In case of Nepal, although the number of teacher per students varies from 1:27 to 1:38, it is more in secondary schools as it is imperative for them to have subject teachers more than the ratio. In the Philippines, the two sample primary schools have one teacher each for 38 and 30 students respectively. Similarly, examples from the Sri Lanka show a very feasible teacher-student ratio. One of the schools in Pakistan has a very ideal situation of having 71 teachers for 700 students, thus, making approximately one teacher for ten students.

Though having a feasible number of pupils teacher ratio is an essential condition for effective teaching learning, the sample of successful schools, particularly primary schools, shows a different scenario.

Not only having adequate teachers but right kind of teachers seems to be more important. Though at secondary level, most of the schools have a good number of teachers, an issue of equal concern is having adequate number of teachers for different subjects. Thus we assume that all the successful secondary schools have satisfied pre-condition in this regard.

Out of the total schools, 13 per cent of them are the residential schools and the rest are day schools. However, two girls' schools - one each in Pakistan and Sri Lanka - have hostel facility. Only 7 per cent of the schools have double shift classes. All but one school has the school buildings in a single campus.

**Table 2.4: Type of School**

Country	Type		Number of Shifts		Number of Campus	
	Day	Residential	1	2	1	2
Bangladesh	8	-	6	2	8	-
India	5	3	8	-	8	-
Nepal	4	-	4	-	3	1
Pakistan	3	-	3	-	3	-
Sri Lanka	4	-	4	-	4	-
Philippines	2	-	2	-	2	-
Malaysia	1	-	1	-	1	-
Total	27	3	28	2	29	1
Percentage	90	10	93	7	97	3

Profile of selected schools reflects that all the schools are different in their composition in terms of management, size, number of teachers, teacher pupil ratio, students etc. This means that the management strategies adopted by the Head would be context specific and any generalisation or comparison between the sampled schools is not justified.

## Section III

### Actors Creating Success

In making a school successful four major components are crucial and are inter related for attaining and retaining success for a school. These major components are the school, Head, teachers and students. School is the core or the base on which the success is accounted for and sustained. The Head takes the school further to the road of success by planning and managing the school organisation.

#### School

##### *Availability of Facilities*

One of the preconditions for successful functioning of any school is availability of minimum essential facilities to pave the way for effective teaching learning and to have congenial physical environment

**Table-3.1: Schools Having Adequate Facilities**

Country	No. of Schools	Infrastructure Facilities	Ancillary Facilities	Teaching-Learning Materials	Library	Laboratory	Computer
Bangladesh	8	8	8	8	4	4	4
India	8	8	8	6	8	3	5
Nepal	4	4	4	4	4	3	2
Pakistan	3	3	3	2	3	3	3
Philippines	2	2	2	2	2	0	2
Sri Lanka	4	3	4	4	4	3	4
Malaysia	1	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>30</b>	<b>28</b>	<b>29</b>	<b>26</b>	<b>25</b>	<b>16</b>	<b>20</b>
<i>Percentage</i>	<i>100</i>	<i>96</i>	<i>100</i>	<i>90</i>	<i>86</i>	<i>55</i>	<i>69</i>

to also motivate teachers as well as students. Although provision of all the facilities need not ensure success of the school, however, their absence can affect the performance of schools. Most of the schools covered under the present study characterize having at least minimum essential facilities in terms of infrastructure, and ancillary facilities and also teaching-learning aids, laboratories and library.

In fact, some of the schools have reached current status of facilities through their concerted efforts and are struggling hard to improve upon their inadequate provision of facilities. For instance, the primary school in Philippines has witnessed a significant improvement in its physical facilities in last few years after the present principal has taken over the school.

**Box 3.1: Head's Personal Interest in School Improvement**

The Principal has made possible a number of physical improvements in SACES. There are now more classrooms, a covered court, spacious library, faculty room, science lab with microscopes and other devices and a learning resource center. There are now TV sets and videocassette recorders, some computers, and an overhead projector used for instruction. Educational video and multiplex tapes for teachers as well as for students are available. SACES is one of the sites where ABS-CBN's Educational Television Assisted Instruction and ABS-CBN's Knowledge Channel Programs are made available to the students, thereby reinforcing and enriching the teachers' competencies in the subjects.

*Sta. Ana Central Elementary School, Philippines*

Similarly, one of the private aided secondary schools in Bangladesh (Uttara High School, Dhaka) got itself transformed by setting up new classrooms, digging tubewell for safe drinking water, preparing a new playground, provision of electricity and supplying teaching-learning materials. In the same way, a sample school in Pakistan substantially improved its physical conditions over the past two-three years. A boundary wall has been constructed, grass has been planted in the grounds (previously bare and dusty earth) and interiors have been painted and cleaned up. The principal's office has been extended and improved, the staff room relocated and refurnished and the examination hall has been made into a multi-purpose facility room. In some cases, the schools have been able to mobilize community support to improve their facilities. More importantly, some schools and their head teachers have taken vital steps in actualizing their potential by involving the community, local charity organizations and voluntary individual support. This was evident from Jharokalan Primary School, Duddhi, SIEMAT, India, *the head-teacher got the room re-built for use within a few week time with the help of community, children and teachers. He gave a call for Kar Seva (voluntary labour) and sought any kind of help in whatever form one could for the reconstruction of the room. Without any help from the government or other external agencies, the room was rebuilt and teaching in the school did not suffer.*

With regard to laboratory facilities for secondary and senior secondary schools, some of the schools like the one in Nepal, and another in Pakistan, have expressed their problem either of not having

adequate facilities or of inadequate conditions. Although all the heads of the school feel that adding modern technology like computers will be helpful for the teaching learning as well as for administration, many schools have, however, remained till today far away from modern technology in Bangladesh, India as well as High Schools of Nepal. Interestingly even in remote schools in Sri Lanka, computers are available and they are used exclusively for teaching students apart from having computers as an additional subject. It is important to note that the head teachers have allowed private parties to install computers in school premises. Majority of schools have reasonably good facilities for co-curricular activities, including fine arts. However, some of the schools have the limitation of inadequate space due to increased enrolment and up-gradation into higher classes (Sri Lanka, Bangladesh, India). In some of the countries, organisations like SDS (School Development Society) in Sri Lanka, SMC (School Management Committee) in Bangladesh and VEC (Village Education Committee) in India have contributed materials and free labour for improving the physical facilities in school. In fact, in India, VECs have helped to produce locally made teaching-learning materials to improve teaching.

Availability of facilities, access to facilities and their proper utilization are hallmarks of successful schools. The case studies revealed that most schools not only have facilities but many of them are also properly using them. They have committees and sub-committees for use and maintenance of physical infrastructure, which fixes accountability.

### **Box 3.2: Role of Committees in School Improvement**

Committees provide methodical resource management in the school. Daily requirements are accomplished very smoothly and systematically. Especially, school office has been arranged in such a way to save time. All the school personnel are trained in resource managing. Not only the school office but all the premises are tidy, clean, systematic and conducive to learning. There is a mechanism, such as delegation of work, use of charts and checklists for resource management. In the whole premises, resources are allocated to separate teachers and students, and are supervised, monitored and evaluated daily by the principal. It is very interesting to see that all the resources are being used to the optimum.

*Meegastenna Maha Vidyalaya, Sri Lanka*

From the afore-mentioned examples and explanations, it seems that most schools not only have basic infrastructure facilities, but those that have also ensure their proper utilization by creating necessary mechanisms.

All the successful schools have threshold level of physical facilities but some schools are endowed with more physical resources. The successful schools pay equal attention to cleanliness, beautification, building boundary wall, avoiding public trespassing, providing safe playground, and providing ancillary facilities to staff and students. Even small and rural primary schools have a distinct physical environment. It is needless to emphasise the impact of congenial physical environment on motivation of teachers, students and parents.

## *Improving School Management*

Many of the head teachers have expressed their vision to further improve and extend physical facilities. Few of them are pursuing to expand. In fact one, of the schools in Pakistan is ready to shift to its new campus. Perhaps, this is one of the characteristics of a successful school to aspire to improve the situation rather than thinking that the available things are enough.

### *School Autonomy*

One of the significant characteristics of successful schools found in these case studies is the conspicuous presence of functional autonomy in one form or the other in one or many aspects of school management. The autonomy is not necessarily granted to the schools with legal frame. Rather, the schools adopted devices to have inbuilt mechanism of autonomy either through innovations, rearranging the management processes, with the consent of administration and SMC. But a comparison of levels of autonomy among the sample schools is a difficult task considering the diversity of size, level and management type. Except Philippines, in other countries, the schools were not given autonomy with any legal base. Therefore, definition of autonomy is largely institutional and individually oriented; making it doubly difficult, as the degree and level of autonomy can never be the same in different schools. Most of the schools admit that they have some sort of autonomy and also many of them are not constrained by lack of autonomy in its formal sense though they wish to have more autonomy. However, the successful schools have exercised greater say in pedagogy and conducting co-curricular activities, despite following the prescribed curriculum and textbooks. One of the reasons for this autonomy is the ability of schools in properly planning and executing the pedagogical aspects according to their prevailing context, which was evident in Sri Lanka, Nepal, India and Pakistan. From the case study of Viswa Niketan Higher Secondary School, Nepal it was found that, *the autonomy of the schools in Nepal depends on the school types. Basically there are two types of schools: 1) private schools managed totally by individuals or groups generating its own fund through student fees or donations and 2) schools managed and run with the grant fund provided by the government and with the head teacher and the teachers appointed and administered also by the government, known as the public schools. Every type of school should abide by the Education Acts and Regulations. They should follow the national curriculum and examination. The schools have the autonomy to choose the supplementary books approved by Curriculum Development Centre.*

Many schools adopted group and cooperative learning processes and different methods of internal student assessment, in addition to the prescribed conventional methods. The schools claim this autonomy as an introduction of innovations for adjusting to local context. Some of these schools exercised autonomy in choosing the supplementary books and textbooks, organizing staff development programmes. Other schools introduced job-oriented courses like foreign language to attract students, while still others introduced English as a medium of instruction to attract more and, in some cases, better-equipped students. Examples of these innovations may be found in Sri Lanka and Pakistan schools and these can be effectively termed as an exercise of academic autonomy.

Table 3.2: Internal Autonomy

Country	No. of Schools	Administrative			Pedagogical			Financial			Others Co-curriculum		
		Great Extent	Some Extent	No Auton.	Great Extent	Some Extent	No Auton.	Great Extent	Some Extent	No Auton.	Great Extent	Some Extent	No Auton.
Bangladesh	8	2	2	4	4	4	0	0	0	8	1	7	0
India	8	0	8	0	0	8	0	0	4	4	8	0	0
Nepal	4	0	0	4	0	4	0	0	0	4	1	3	0
Pakistan	3	1	2	0	0	3	0	1	0	2	3	0	0
Sri Lanka	4	0	4	0	0	2	0	0	0	2	2	0	0
Philippines	2	2	0	0	4	0	0	0	4	0	4	0	0
Malaysia	1	1	0	0	1	0	0	0	1	0	1	0	0
Total(%)	30 (100%)	8 (36%)	14 (66%)	8 (27%)	9 (30%)	21 (70%)	0 (0%)	1 (10%)	9 (90%)	20 (67%)	10 (33%)	0 (0%)	

**Box 3.3: Head's Opinion Regarding Autonomy**

Head teacher was of the firm conviction regarding individual capacity of seeking autonomy. He said that a good head teacher never asks for autonomy. He said, "We never asked for sought any permission or financial assistance from Government for developing our school into a beautiful and effective school with a large sized playground and a garden." "We never waited for sanctions or Government order to come for making parent teacher association or children's Government." "Who ordered us to add our financial resources through the earning from the school garden." "None of the official order was able to bring changes in the school premises. It was so unclean, shabby and dirty with only 40 children enrolled in the school 5 years ago." He told that autonomy cannot be given from the top. "It is within yourself, How much you are committed to the cause is the prime question." Chairperson of VEC also stated, "We as local Government are made responsible for the management of school and we know our limitations". "Bureaucratic hierarchy in the state of U.P. is very strong but autonomy does not mean complete anarchy, one has to observe financial rules and regulations, follow state level curriculum and standard text books prescribed by the state Govt." He said, "Within these restrictions which are necessary for maintaining same education structure in all Government controlled schools, we have freedom and autonomy to manage our school efficiently. We have power to select and appoint local person as para teacher."

*Primary School, Jhansi, India*

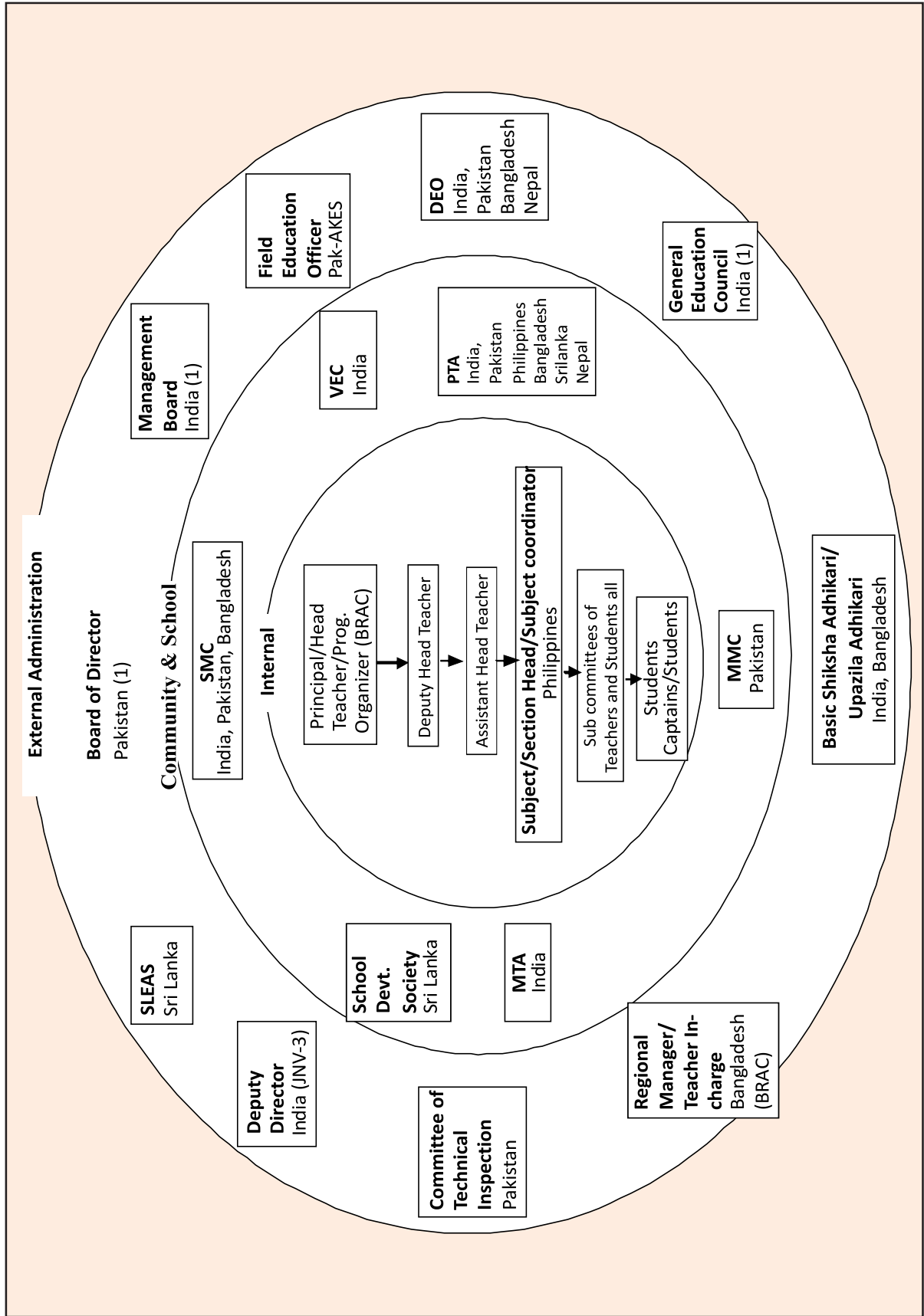
One of the areas where the schools enjoy considerable autonomy is carrying out academic exercises like internal students assessment, introduction of "hidden curriculum" through co-curricular activities. The schools are also successful to evolve certain structures and norms at school level for smoothly managing the school academic and co-curricular activities. As far as teacher supervision is concerned, successful schools have little problem, as outside agencies do not interfere with the internal supervision system of the schools because of their results and reputation. But this freedom provides them with the opportunity to rectify their own errors and make it more foolproof and stringent for their own benefit.

With regard to financial autonomy, the schools have little scope and they do not have much say, in this regard, at the institutional level. Yet some schools have even financial autonomy to a limited extent as was the case in Pakistan, Sri Lanka and India. Successful schools seem to exploit opportunities, particularly in mobilising resources, generating income through several innovations. This, in turn, helped schools to gain financial autonomy at school level. The schools, which were successful in generating resources, have taken financial decisions with wider implication.

However, private schools enjoy a higher level of financial autonomy. They have freedom in respect of school fees, raising funds and also to spend according to their plans and priorities. Even private aided schools in Nepal are empowered to generate their own resources and are free to use these resources in implementing their development plans and programmes.



Figure 3.1: School Autonomy



While some of the schools, especially private schools, enjoy autonomy to select students and teachers, most of the schools can appoint temporary or contract teachers. In many of the case studies, it has been felt that the schools do not have autonomy of either choosing or punishing their teachers. This lack of freedom in teacher achievement has been viewed as a constraint by many schools. However in Bangladesh, Sri Lanka and India, some of the head teachers of successful schools were able to influence the administration to get rid of inefficient and problematic teachers and to get good teachers transferred to their schools. In fact, schools did not feel that this has severely hindered their management. Most of the head teachers and principals not only make optimum utilization of their autonomy but some of them share it too among their colleagues. Many schools have attained and enjoyed this autonomy due to their credibility and good relations with administrators. Some head teachers have further delegated this autonomy among their teachers vertically down to section/department heads. One head teacher in Sri Lanka even admitted that the success of his school lies in decentralization of autonomy within the school and among the teachers. In Nepal, some schools have autonomy to recruit teachers, provided they can generate enough resources to meet the cost on this count.

The case of Philippines is entirely different where school autonomy is granted under a special administrative clause within the decentralized planning process.

### **Box 3.4: School Autonomy under Administrative Clause**

Heads are now empowered to exercise authority and power with regard to the following functions:

(a) Setting the mission, vision, goals and objectives of the school; (b) Creating an environment within the school that is conducive to teaching and learning; (c) Implementing, monitoring and assessing the school curriculum and being accountable for higher learning outcomes; (d) Developing the school education program and school improvement plan; (e) Offering educational programmes, projects, and services which provide equitable opportunities for all learners in the community; (f) Introducing new and innovative modes of instruction to achieve higher learning outcomes; (g) Administering and managing all personnel, physical and fiscal resources of the school; (h) Recommending the staffing complement of the school based on its needs; and (i) Encouraging and enhancing staff development.

*Sta. Ana Central Elementary School, Philippines*

It is evident that every school enjoys certain freedom in transacting the curriculum, managing funds, administering tests, monitoring student activities etc. But the quantum of this freedom largely depends upon individual orientation and capacity of the concerned head teacher. In a sense, it can be said that exercise of a greater degree of autonomy in a close context, like school in any given type of management, is a matter of an internally generated capacity than an externally introduced mechanism.

There are several illustrations and cases where the head teachers or principals take decision or plan programmes even if they are not part of regular framework of the school or responsibilities or directive from the above. This kind of strong internal autonomy is prominently evident in schools in Sri Lanka, and in some private managed schools in Bangladesh (with the approval of SMC). In case of Sri Lanka the principals and teachers of the schools plan, prepare and organize hidden curriculum, which is not part of the state prescribed curriculum. The hidden curriculum varies from school to school, based on the mission and objective of the schools. Interestingly, the schools fix their own mission and objective and display them on walls, notice boards to attract the attention of various role players. Similarly, in some of the schools in Sri Lanka, they modify and adopt certain school level activities like organization of study tours, number of teaching periods for different subjects etc. according to the school context. In some cases from Sri Lanka, the head teacher has taken independent decision about admission of students in the school in classes A/L level and planning tour programmes of the students.

### **Profile of the Head Teachers/Principals**

The majority of head teachers/ principals are male (69 per cent). However, there is a slight variation among different countries. While in Philippines, both schools are headed by females, whereas in case of Nepal, all head teachers are male. Out of 8 schools in Bangladesh, there are two female head teachers and their number is three in India. In case of Pakistan and Sri Lanka, there is only one woman head teacher each. The successful schools headed by women are in Pakistan, Sri Lanka and Philippines. Some of them have added advantage, as they were students of the same schools.

There is a pronounced heterogeneity in terms of age group of head teachers varying between less than 35 and above 50. Around 48 per cent of head teachers are between 40 and 50 years of age and 38 per cent of them are over 50 years of age. The young head teachers who are below 40 years of age in Sri Lanka and Pakistan have been chosen to be head teachers because of their credibility and proven capacity in managing schools. Similarly, in case of Bangladesh, teachers working in the BRAC schools have managed to go up due to the recognition of their calibre by the management. The number of years of experience as head teachers differs among the schools as well as countries. Around 43 per cent of them have more than 15 years of experience working as head teachers. In case of Nepal, all the four head teachers have more than 15 years of experience, one of them has nearly twenty years of experience as head teacher. More than 70 per cent of head teachers have been in the same schools for more than 5 years. Also, a little less than one-fourth of head teachers have been in the same school for more than 15 years.

All the Principals have good qualifications and training whereas many of them are post-graduate. Fifty-three per cent of head teachers have post-graduate qualification and the rest 45 per cent have minimum required qualification. All of them have had their teacher training and more than 80 per cent have undergone advanced trainings in school management. In fact, some of the principals from Nepal and Sri Lanka have had the opportunity to undergo teacher management programmes in United Kingdom, Canada, Israel etc. Similarly, some of the head teachers from Pakistan and Sri Lanka had undertaken intensive training programmes on school management organized by professional management development organizations. One of the head teachers in Pakistan, who

**Table 3.3: Principal / Head Teacher Profile**

Country	Gender	Age				Experience as Principal/ Head Teacher				Above Prescribed Qualification	Other Professional Training	Ave. Yr. Experience In the School				Ave. Teaching Load per Week (in period)	Professional Credentials
		<40	40- 45	46- 50	50>	<5	5-10	11-15	> 15			<5	5-10	10-15	>15		
Bangladesh	6	2	1	1	4	2	2	-	5	3	4	2	2	-	-	12	-
India	5	3	4	1	3	2	5	-	1	7	8	2	4	1	-	12-18	Management Training
Nepal	4			4					4	1	4				4	12	Management Training Abroad
Pakistan	2	1	1	-	2	1	-	-	2	3	3	NA	NA	NA	NA	6	Teacher Professional Development
Philippines	-	2	-	-	2	-	1	1	-	2	2	-	2	-	-	-	Professional Management
Sri Lanka	3	1	1	1	2	-	-	3	1	-	3	NA	NA	NA	NA	12	Management Training Abroad
Malaysia	1	-	-	1	-	-	1	-	-	-	-	1	-	-	-	-	-
TOTAL	21	9	4	6	11	5	9	4	12	16	24	5	8	1	4	12	Management Training
(%)	70	30	13	20	30	17	30	30	40	53	80	28*	44*	6*	22*	-	-

\* Percentage is calculated from available data of 18 Principals/Head Teachers

was working with AKU-IED foundation, has had his professional management degree from IED, while in Sri Lanka, a number of head teachers have got their training from national level educational management centre. In case of Philippines, the principals not only have a professional training in school management but are also pursuing Ph.D. work on school management. In case of India, all the head teachers have had the opportunity to undergo training on school management.

Successful schools, it seems generally have experienced and older head teachers. However, there are some exceptions. The age and experience of head teachers shows that they have an advantage of being senior and have acceptability among teachers. However, in one of the schools, the senior teachers resisted to accept the leadership of a young head teacher. The post-graduation academic qualification, exposure to several in-service management training programmes, training in foreign institution, national and regional institutions are found to have a significant effect on capabilities of head teacher. The head teachers have better worldview, wide knowledge, self-confidence and enthusiasm to put into the practice what they have learnt in management theory. In some of the case studies, the head teachers were found to be explaining the management principles and displaying them as a part of their vision for the schools.

Except in case of Philippines, in all the countries, the head teachers teach six to twelve periods per week in their respective subjects. In some of the schools in Nepal, India, Sri Lanka and Bangladesh, the head teachers engage the classes sometimes when the teachers are absent. In some primary schools, the head teachers were found to be teaching 3-4 periods per day as they did not have adequate number of teachers.

### **Teachers' Profile**

The case studies have also made it clear that the successful schools have teachers with good educational qualification and training. They are also trained to improve instructional methods, which have direct effect on students learning. Though as an exceptional case, one of the private schools deviated from formal qualification in terms of a degree in education or training, the ideology and philosophy of this school provided ample opportunity to craft the teachers effectively.

Women constitute the majority of teachers among the total sample schools. However, in case of Bangladesh and Nepal, most of the teachers are male. The successful schools in Nepal and Bangladesh are not much different from the country-wide phenomenon of low representation of women teachers. Both the sample schools in Philippines consist of 90 per cent of women teachers, while in case of Pakistan one of the girls' schools with exclusive women teachers has boosted the percentage profile of women teachers, raising it to more than 87 per cent.

There are almost 45 per cent of the teachers from the sample schools who have higher qualifications than the prescribed and the remaining of them have the minimum qualification required. All the teachers in Philippines and Bangladesh have pre-service teacher training. In Sri Lanka, Nepal and India, 4 per cent of teachers are untrained. Similarly, in one of the schools in Pakistan, no teacher has teacher training or degree in education. In fact, some teachers are from different disciplines like Law, Journalism, etc. Though most of the teachers in sample schools are permanent, a small

**Table 3.4: Teachers Profile**

Country	Gender			Above Minimum Qualification	Training		Nature of Post (Regular)	Average Teaching Load Period per day
	M	F	Total		Professional Teacher Training	Any other		
Bangladesh	125 (60%)	84 (40%)	209	84 (40%)	100%	2%	198 (95%)	7-8
India	64 (49%)	67 (51%)	131	72 (55%)	96%	7%	128 (98%)	5-6
Nepal	80 (55.5%)	64 (44.5%)	144	68 (47%)	96%	-	144 (100%)	5-6
Pakistan	21 (13.04%)	140 (87%)	161	NA	NA	-	139 (86%)	4-5
Philippines	9 (10%)	77 (90%)	86	28 (33%)	100%	-	84 (98%)	NA
Sri Lanka	196 (61.0%)	127 (39%)	323 323	NA NA	96%	8%	322 (100%)	5-6
Malaysia	NA	NA	90	NA	NA	NA	NA	NA
<b>Total %</b>	<b>495 # (46.96%)</b>	<b>559 # (53.04%)</b>	<b>1144</b>	<b>- 45%*</b>	<b>- 98%**</b>	<b>-</b>	<b>- 96%#</b>	<b>5-6</b>

#Excluding Malaysia

\* Excluding Pakistan, Sri Lanka & Malaysia

\*\* Excluding Pakistan & Malaysia

number of part-time teachers do work in these schools, constituting 5 per cent of the total population of the teachers. The cases from Sri Lanka, Philippines, Pakistan, Nepal and Bangladesh reported that the teachers had undergone more than one in-service training in pedagogical and central training programmes. In Philippines and Sri Lanka, the successful schools have an in-house system of training for teachers. In one of the schools each in Sri Lanka and Pakistan, head teachers themselves organized some serious in-house capacity building programmes for their teachers. In fact, in Philippines, both the sample schools have a few teachers with considerable amount of in-service training.

The in-service opportunities, convention of in-house training, head teachers' special focus on staff development programmes in some of the schools highlights the development of a supporting learning culture among teachers. This organisational learning culture offers ownership of developments within the school by teachers and leading to motivation and reduction of burnout syndrome among teachers. An example towards this can be drawn from one of the primary schools in the Philippines, a rural school in Sri Lanka, an urban elite school in Pakistan and a residential school in India where the teachers have high self-esteem and love their job and are proud of their school. The teachers in successful schools were found to be ready to accept innovations and change, unlike the traditional teaching community.

### Box 3.5: Teacher's Positive Attitude Towards New Ideas

Teachers in the school generally have high self-concept. Based on a forty-item questionnaire conducted during the evaluation period, 72% of the teachers fall under the category 'likeable', while 28% are on the average level. None of the teachers fall under the category 'disliked'. During the case study period, teachers were asked to respond to an instrument measuring their attitude toward change. Results showed that most of the teachers moderately disagree to statements such as "one can never feel at ease on a job where the ways of doing things are always changed"; "the trouble with most jobs is that you just get used to doing things in one way and then they want you to do them differently"; and "I prefer to stay with a job I know I can handle than to change to one where most things would be new to me." Their tendency to moderately disagree to these statements shows that they are open to new things and do not feel very uncomfortable to change.

*Pavia Pilot Elementary School (PPES), Philippines*

An important feature of successful schools is that the teacher turn over is very low and in many schools the teachers were working for a long time resulting in attachment and love for the institution. At times, these teachers have even forgone promotions and got cancelled their transfers. To cite a case from Royal School, Pakistan, *The teacher turnover rate is very low. There are teachers who have experience of 35, 30, 28, 26 years etc. and most of them are Alumni of this school. We met a teacher who has been serving this institution from the year 1951; she is eighty-two years old and is still teaching English to classes ninth and tenth. "I have been teaching here since 1974, I started my job here and I like this institution very much because I have got all my promotions here; five, six times I have been promoted and I did not go out of this institution. The children here are very good, the atmosphere is very good, the principal is good". When questioned about what kept her in this school, she replied, "the atmosphere, the working conditions, the children and my liking for this institution".* Another case of Principal's attachment with the students is from JNVS, Ernakulam, India, to quote, *How much the principal loves students and wants to remain with them can be judged from the fact that he was promoted as an Assistant Director in the NVS two years ago. He declined to accept it. According to him, "once one becomes an Assistant Director s/he will be dealing mainly with the files. I do not want to lose contact with the students. I want to remain a teacher and be with the students".*

Overall, the case studies offered examples of how successful schools had taken control of creating the opportunities for teacher learning and enhanced students achievement. In each case, organisational culture which values both the learning of students and staff could be seen as being one of the core foundations of the successful school.

So is the case with Mountain School, Pakistan. Several training programmes and workshops have been organized by the head teacher himself to improve teaching quality and to adopt innovative pedagogical methods. To cite, *In-house professional development activities were taken as a mandatory component of school activities. During the academic year about thirty-five sessions were held on generic areas such as scheme of work, lesson planning, reflective writing, cooperative learning, team teaching, peer coaching, action research, etc and*



## *Improving School Management*

*content. To conduct these sessions effectively, a professional development team of five teachers, who have gone through Visiting Teachers Programme (VTP) from AKU-IED, was formed. Some of the community representatives were also requested to conduct sessions. The PDTs of PDCN have immensely contributed in making the professional development day on weekly basis an integral part of our school activities.* In Nepal, the National Centre for Educational Development organizes regular training programmes for teachers of secondary schools in which most of the teachers from the sample schools have participated. Sri Lanka case also illustrates the teachers having in-house, provincial and national level training programmes. In some of the case studies, notably in Philippines and Sri Lanka, based on student's performance in different subjects, the difficult areas of learning are identified and used to iron out deficiencies by providing training in organization. The use of student assessment has become a regular practice in providing in-house training to teachers in the Philippines. As was the case with Sta. Ana Central Elementary School, Philippines, *The Head has made school-based teacher training (SBTT) in Mathematics, Science and English an effective mechanism to make the teachers in these subjects updated on latest pedagogical trends and developments. For each subject area, there is a lead teacher who acts as subject coordinator, whose main tasks include familiarizing subject teachers on competencies to be developed for each grading period and for the whole year. SACES has 12 master teachers in different subject areas who serve as consultants to teachers on the subject area(s) in which they have expertise; they also conduct action research aimed at resolving pedagogy-related problems, oftentimes in direct response to strongly felt needs and problems of teachers.* Another example is of regular refresher training for teachers (BRAC school), which is a regular feature and phenomenon. Some of the teachers under Bangladesh government receive subject-wise specialized trainings as well.

Here, it may be noted that adequacy of teachers can become productive when these teachers have the capacity to learn and use the training for improving teaching. This necessitates the need to have some sort of power at the hands of the administration. In fact, some schools exercise choice in recruiting and dismissing teachers based on their assessment of teacher quality and motivation. There have been some experiences to this effect in various countries. The administration should have the capacity to influence the recruitment of good teachers and, in one case, in JNV in India, the head teacher refused to let a teacher join the school on the ground that he did not possess the capability to effectively teach the allotted subject.

### **Students**

The students in successful schools belong to divergent socio-economic backgrounds. There is considerable variation among the schools in terms of students' background in all the seven countries. Out of total 30 sample schools, more than one-third of schools are exclusively having students from lower socio-economic strata of the society. A little less than one-fourth of schools have students from middle income group. 20 per cent of schools are serving both low and middle income range group. Around 6 schools have students from high and middle class society. Only one school has



**Table 3.5: Socio-Economic Profile of Students**

Country	No. of Schools	Socio-Economic Background of Students					Community	
		No. of Schools					Homo- geneous	Homo- geneous
		Low	Low & Middle	Middle	Middle & High	Low, Middle & High		
Bangladesh	8	5	1	0	2	0	5	3
India	8	3	1	2	2	0	4	4
Nepal	4	2	1	1	0	0	1	3
Pakistan	3	0	0	2	1	0	3	0
Philippines	2	0	1	1	0	0	1	1
Sri Lanka	4	0	2	0	1	1	1	3
Malaysia	1	0	0	1	0	0	1	0
<b>TOTAL (%)</b>	30	10 (34%)	6 (20%)	7 (23%)	6 (20%)	1 (3%)	16 (53%)	14(47%)

students from divergent economic background.

From this, we can deduce that successful schools are not exclusive category of high economic background of students. Irrespective of economic levels of students, the schools can be successful. In other words, from the sample schools, we can deduce that there is not much relation between success of school and background of students. This is clearly evident from one of the successful schools located in JNV, Gadchiroli, India a very underdeveloped area serving extremely poor and first generation tribal students. To quote, *a large majority of the students in JNV Gadchiroli are first generation learners but still the students have secured cent percent pass results in the national examinations at grade 10 during the past three years and for grade 12<sup>th</sup> national examination during 2003. As majority of the students come from families belonging to low socio-economic status, they find it difficult to pursue higher studies after class 12. Instead, they prefer to complete Diploma in Education (D.Ed.) and take the job of teachers.*

There are clear evidences embedded in the case studies to show that the students in successful schools are highly motivated, have self-esteem and love for their schools and teachers. This can be attributed to the congenial environment of the schools especially child friendly approach adopted by the schools.

## Section IV

# Management Devices

All the successful schools commonly have some form or other plans emanated at the school level. The process of plan preparation and people involved vary among different countries and different management type schools. While in some of the countries like Sri Lanka, Philippines, Pakistan, the school level plans are called as 'School Development Plans'. These plans are the basis on which the schools make the statement of vision and mission for the school. In Philippines, three-year school development plan is prepared by involving parents, PTCA officers, grade heads, subject coordinators, property custodians, counsellors, officers of teachers' cooperatives and student's councils. The mission statement is the product of consensus of the various stakeholders that participated in the plan meetings. The process of preparation of school development plan is rigorous and takes into account the existing situation of the school including all the aspects. The school development plan was flushed out in different annual operational plans, which provide the details of implementation activities. These operational plans serve as instruments for mobilising different stakeholders to effectively and efficiently perform the specific and achievement roles and functions during plan implementation. The operational plans are also used as blue prints for monitoring and evaluating school performance.

In case of Pakistan, the school development plans are developed by involving the teachers and some SMC members. They are called as 'Action Plans' in some schools.

In case of Sri Lanka, the school development plans are prepared together by the Principal and staff. The mission and aims of the school are providing direction for planning different activities for the school.

In some other school in Sri Lanka, the school developed an annual plan of implementation at the end of the year after having discussions with the teachers while the teachers, parents and management committee jointly prepared and finalised the plan. These plans include both academic and co-curricular activities and other developmental projects.

In case of Bangladesh, the school development plan specific course of objectives are designed as a combined effort of head teachers and members of SMC. The plans provide specific objectives and priority areas for further development.

Figure 4.1: School Level Management

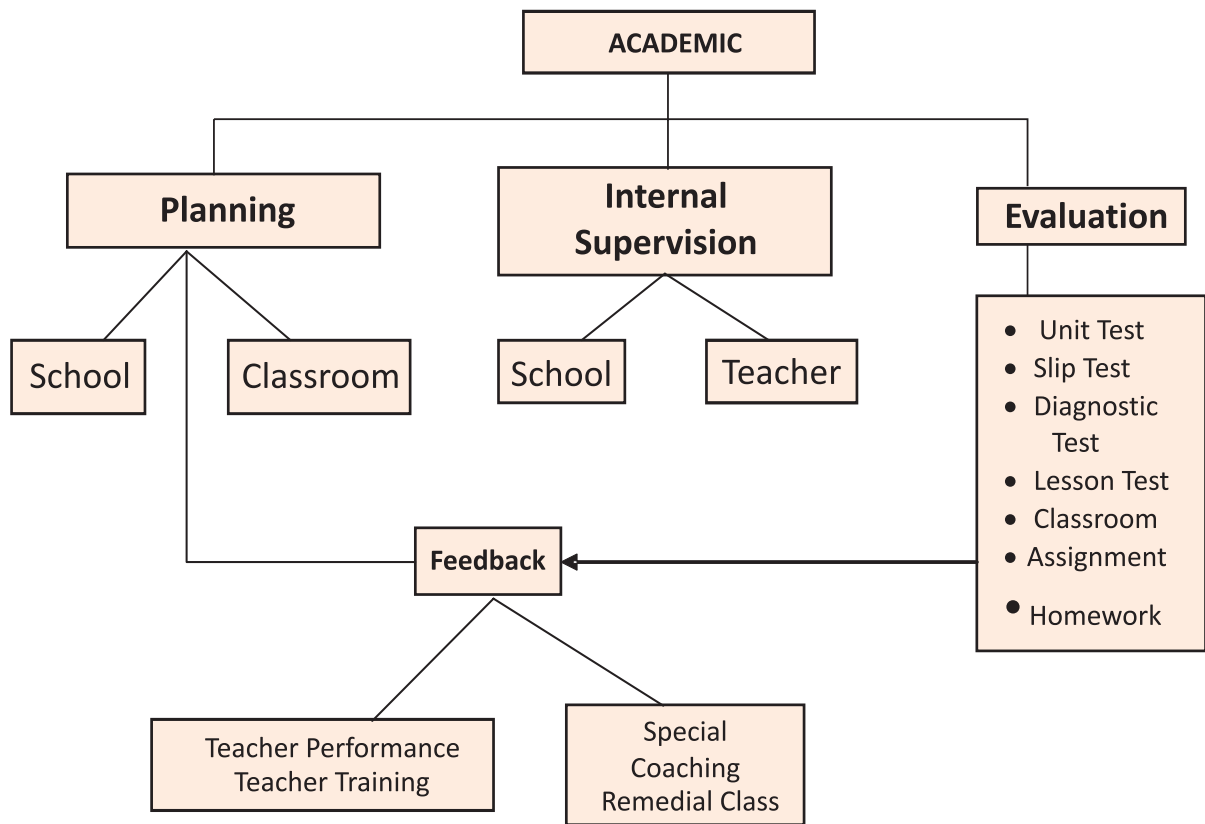
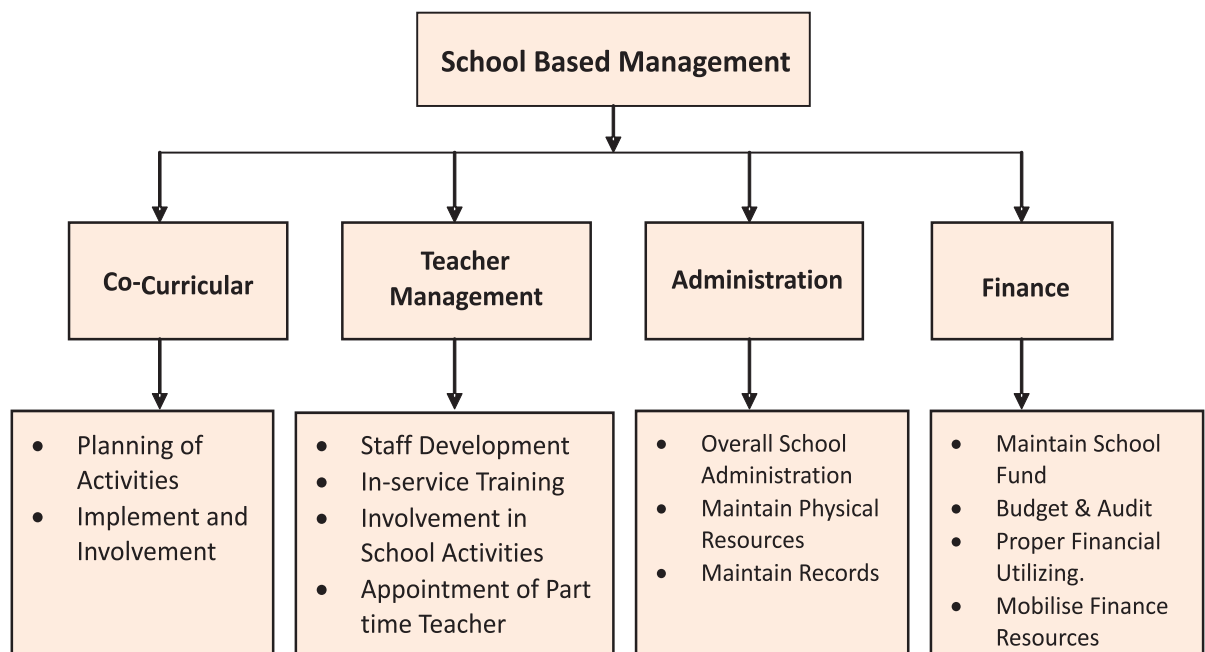


Figure 4.2: School Based Management –Others



In Nepal and India also the school prepared their developmental plans. The successful schools are those, which are never satisfied with the present level of achievement. They are the aspiring institutions looking forward for further improvement and to reach new heights. This is vividly visible among all the case studies in the present study that teachers are never satisfied with their achievements. The schools have devised mechanism to evaluate their performance vis-a-vis their plans and targets set by themselves. The tools of the evaluation varies among the countries but they are all designed at the institutional level except in some cases they have prescribed evaluated formats given by the administration. The institutional evaluation is in different formats but captures all the aspects of the school in terms of their targets, performance levels, quality of programmes, participation, staff developmental activities, curricular and co-curricular programme, student achievement, etc.

#### **Box 4.1: School Development Plan**

SACES, like other public elementary schools, prepares a three-year school development plan, the most recent of which is the 2003-2006 SACES Development Plan. The various stakeholders have been involved in crafting the development plan, namely: the parents, PTCA officers, grade heads, subject coordinators, educational management information system's coordinator of the school, property custodian, guidance counselor, officers of the teacher's cooperative, and the student council officers.

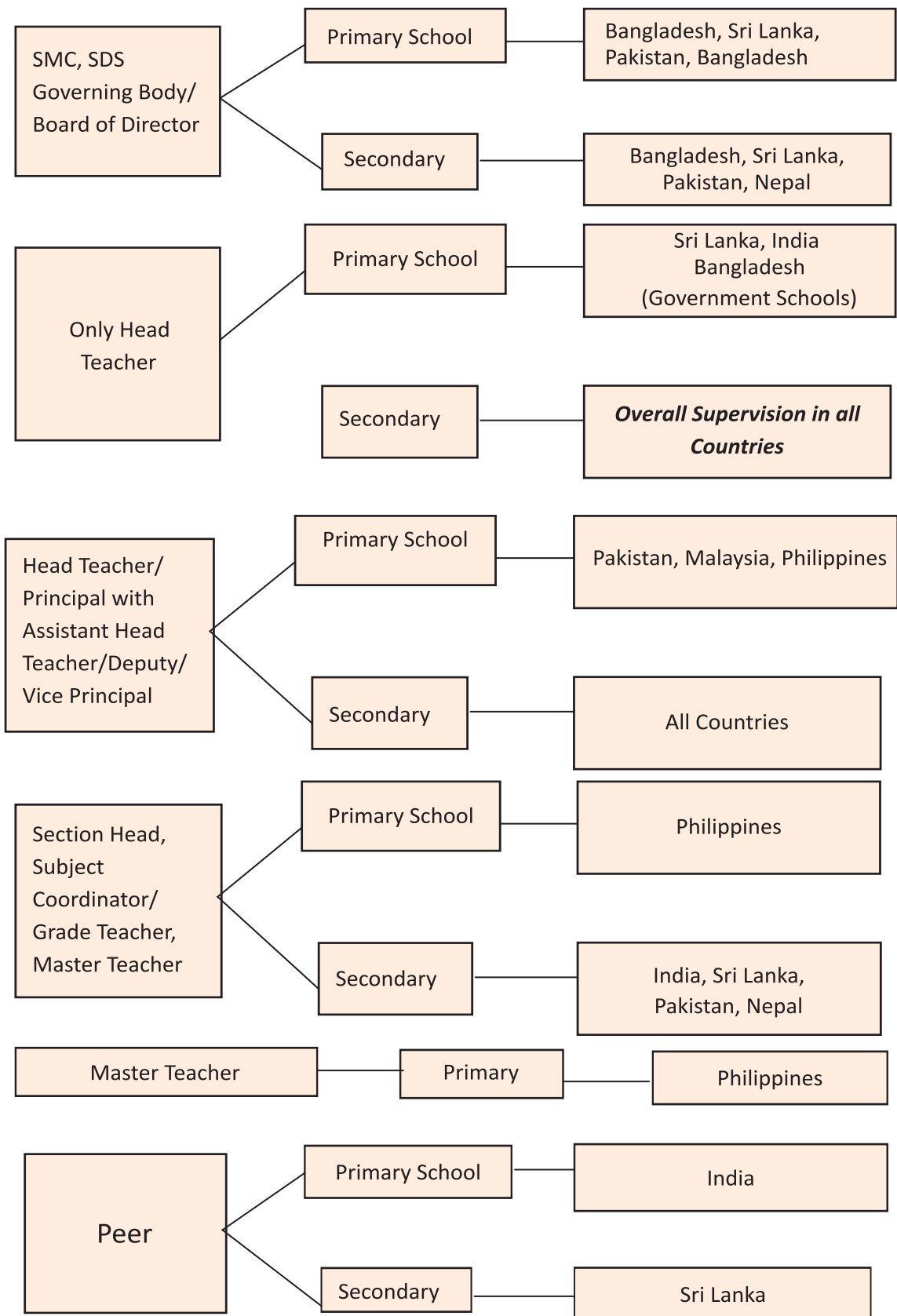
The SACES development planning process usually starts with a review of the school's profile—enrollment, performance indicators, staff, organizational structure, facilities and school technology, school program/curriculum, community support, trends and opportunities, and problems and issues. From these profiles come the statement of vision and mission, which is translated into goals and objectives/targets in the areas of curriculum, staff management and development, learning environment, resource management and community building.

*Sta. Ana Central Elementary School, Anna Philippines*

### **Consistent Teacher Supervision**

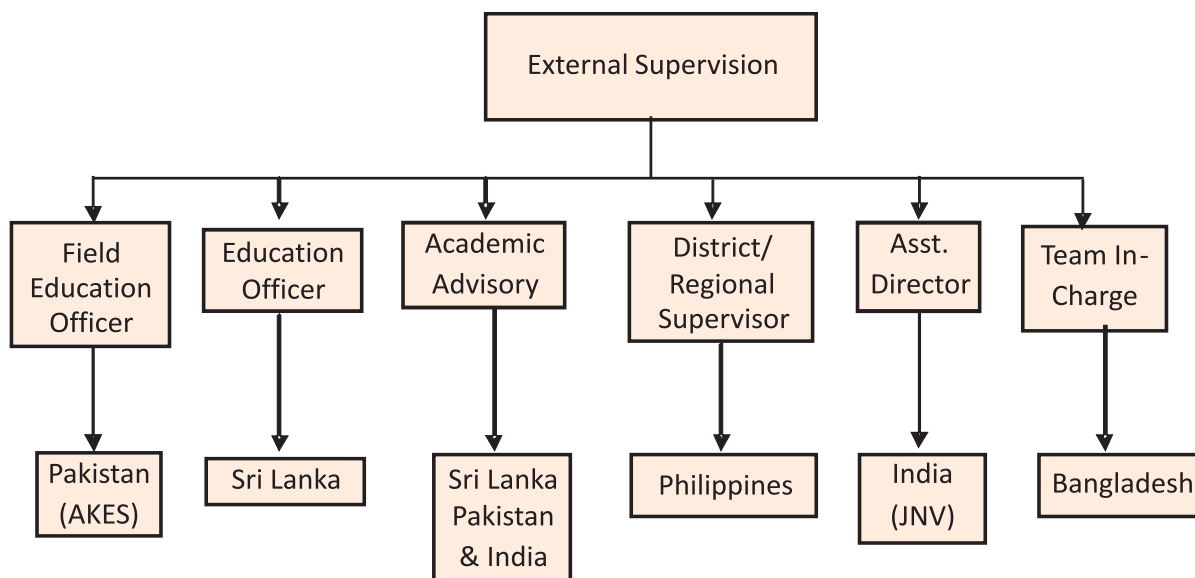
One of the major objectives of all the successful schools is to improve the quality of teaching-learning a commitment to make school as a "learning community". Towards this, all the successful schools have adopted a common strategy of continuous internal teacher supervision. However, the degree and type of supervision differs from school to school and varies across the country depending upon management type, size and level of the school while head teachers play a crucial role exclusively in teacher supervision in primary schools (India, Bangladesh). In some primary and all the secondary schools, the common practice being tried is delegation of teacher supervision particularly to Assistant/Deputy head teacher/Section Heads/Head of the departments/Subject Coordinators/ Grade Heads (Pakistan, Sri Lanka, Nepal, Philippines, India). Even though the teacher supervision is delegated

**Figure 4.3: Internal Teacher Supervision**



in most of the schools, the head teachers also supervise and receive feedback from those who are incharge of the teacher supervision and review from time to time the performance of the teachers. On the one hand teacher supervision is decentralised by empowering section heads/heads of department, on the other, the head teacher keeps abreast of every thing happening in the school through effective communication. They regularly meet people incharge of supervision to review and initiate necessary follow up steps.

**Figure 4.4: External Supervision**

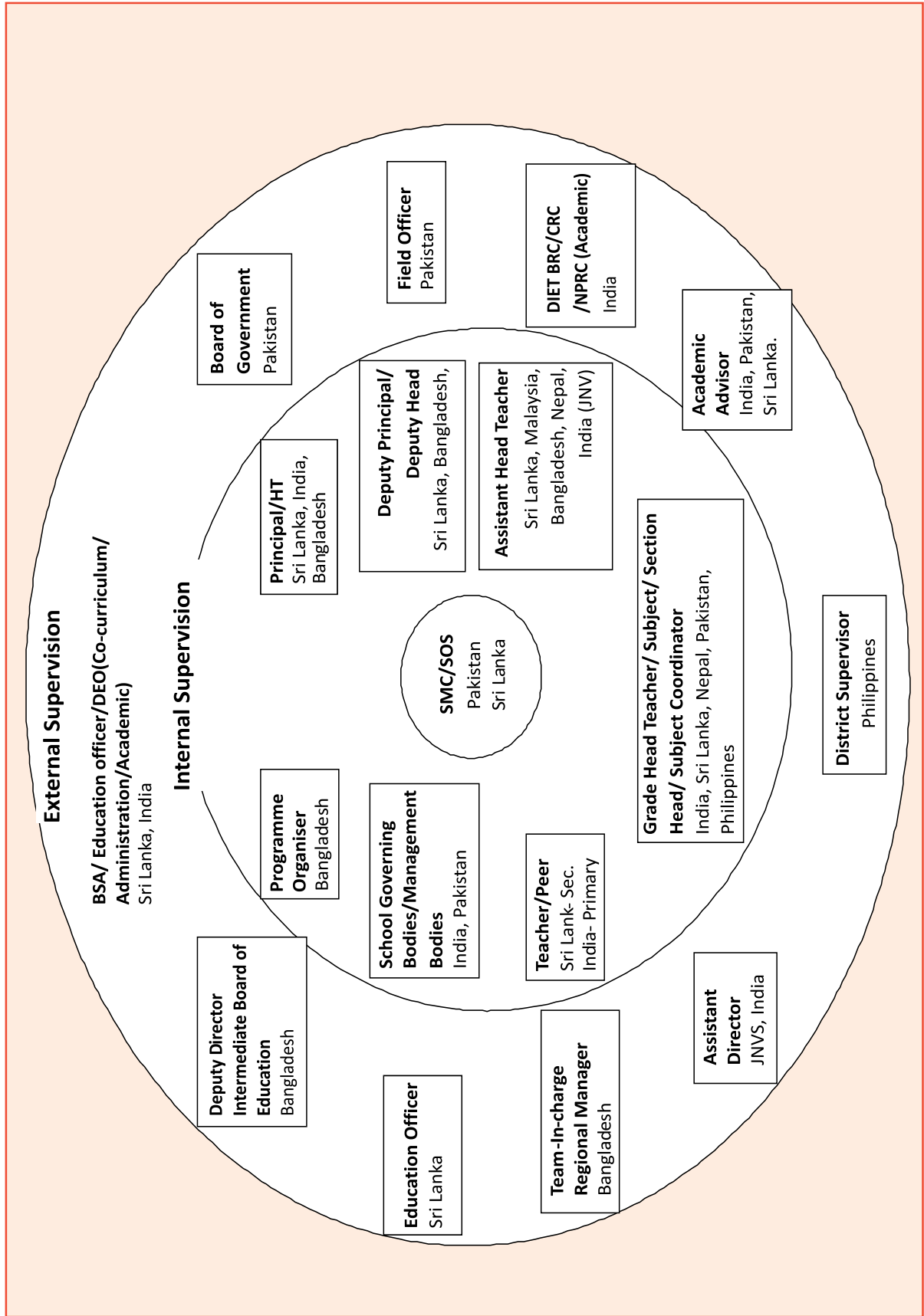


Some of the successful schools in Sri Lanka, Philippines, Bangladesh and Pakistan also entrust teacher supervision to Master teachers if they have such a provision in the schools. In some schools of India, Philippines and Nepal, the Principal spends considerable time daily (2 to 3 hours) in supervising the classroom teaching and overlooking the entire functioning of the school and discipline.

Some of the head-teachers believe that the delegation of supervision is part of empowering the teachers and sectional heads in developing the leadership skills.

In Philippines, though the head teacher is regularly on rounds in the schools to monitor the school functioning, still he depends enormously on the feedback of Section Grade Heads and Master Teachers. In Sri Lanka, the Principal of Ipisthana school believe, that "the teachers should be empowered and helped to supervise among themselves" so, he delegated teacher supervision to Assistant Heads and departmental heads. He hardly even goes for classroom supervision unless it is essential. In Megasthana, another school at Sri Lanka, adopted peer supervision by way of entrusting classroom supervision to fellow teachers and also to provide the feedback both to the teachers and Principal. Teacher colleagues and the head teacher, while evaluating the performance of teachers,

Figure 4.5: Supervision System



often talk to the students regarding their problems and failures in a particular subject though there is no formal mechanism for student's assessment of teacher's performance. Apart from regular academic supervision, the head teacher, also ensure that the teachers should not be unnecessarily too harsh or rude to students.

This peer review of performances has a positive effect on teachers. In fact, contrary to popular perception, the teachers in this school feel that peer supervision is a non-threat and it also leads to collegiality and cooperation among the teachers to learn from each other. In another instance, one of the private primary schools, in India, very consciously implemented peer supervision to improve teachers' performance. The unique feature that is emerging from all the case studies is that internal teacher supervision is regular and it serves also as feedback used for the staff development programmes in some of the cases.

#### **Box 4.2: Mechanisms for Ensuring Teacher Performance**

There are several mechanisms used by the school head to ensure that the teachers perform their work effectively. First, as discussed earlier, the school's internal management structure enables the school head to delegate to a large extent the monitoring or tracking of teachers' performance. Each grade level has a grade head teacher tasked with disseminating instruction and information from her office, consolidating data for the grade level (e.g, test results, height and weight, reading proficiency, etc.) For each subject area, there is a lead teacher who acts as subject coordinator whose main tasks include familiarizing subject teachers on competencies to be developed for each grading period and for the whole year, consolidating reports related to the subject area submitted by the grade heads, peer teaching, checking test items prepared by subject teachers and coordinating activities related to the subject area (e.g., Quiz Bee, Mathematics Olympics, student participation in subject-related co-curricular activities, etc)

Third, daily lesson plans are required of every teacher and are checked either by the school head or the subject coordinator or the grade level head. Planned and unplanned teacher observations are made by the school head to determine whether a teacher is teaching the subject matter for the day and, if so, how effective it is.

Fourth, SACES has 12 master teachers in different subject areas who serve as consultants to teachers on the subject area(s) in which they have expertise; they also conduct action research aimed at resolving pedagogy-related problems, oftentimes in direct response to strongly felt needs and problems of teachers.

Fifth, and this is most important for the continuous upgrading of teaching competencies, the school has a very functional school-based training system that addresses common and urgent teaching and learning-related needs. Related to this is the presence of a learning resource center that is continuously upgraded every year, equipped with indigenously prepared teaching and learning materials and devices made available for teachers' and students' use.

*Sta. Ana Central Elementary School, Philippines*



There are schools having shortage of teachers and scarce resources. Yet they have proved to be successful as the Head teachers put efforts to closely supervise the teachers' teaching and also help them to improve their pedagogical skills, especially to manage large classes, in addition to introducing innovations in their teaching. One of the illustrations for this is a small primary school in a remote part of India. The Head teacher takes the opportunity of supervising the teachers in the classroom to help them overcome their teaching problems, especially in English. In a few schools, SMC supervises the teacher's regularity and attendance. Teachers' supervision of regularity and punctuality are also indeed of major concern in almost all the schools. The Head teachers/ Principals in all the 30 schools make sure that the teachers should arrive in the school in time and leave the classes on time as per school schedule. Even in this, one of the crucial activities, regularity is monitored through the disciplinary committee or by assistant and deputy teachers as part of their day-to-day duties. The case studies clearly bring out that the teachers do not have any problem with the kind of internal supervision instituted by their Head teachers or the Assistant teachers' practice of supervision in the schools. In fact, in Philippines, the teachers welcome the Grade teachers to observe on the basis of their classroom teaching and help them with feedback for organising in-house training. Similarly, in some of the schools, the Head teachers conduct demonstration lessons in order to help the teachers improve their teaching methods and adopt innovative practices. Some of the heads of the schools do not sit in their rooms, as they keep moving in the campus. Their moving presence itself is sufficient to ensure conduct of regular classes, besides making teachers' conscious to improve their teaching. There is also a provision for self-appraisal where the teachers are expected to evaluate their capabilities to zero on their strengths and weaknesses. In schools of Sri Lanka, for instance, this method of supervision has been introduced. None of the case studies shows any resistance from teachers in implementing this agenda of supervision. Based on these evidences, we can conclude that the successful schools are essentially characterized by a continuous and consistent supervision policy for teachers. However, it may be added that the teacher supervision is used not only to monitor teacher performance but also to use it for the improvement and capacity building of the teachers so as to enlarge the scope for innovations in the classroom teaching.

### **Participatory Approach and Delegation of Tasks**

Participation is the hallmark of successful school management. Irrespective of the size, location and management types, participation of the teachers, students and community in various levels of school development, be it planning, implementation or execution participation, has been a common frame of reference in all the case studies. In most of the schools, different committees structure the planning and managing of different activities. All the schools have a strong component of collective decision-making. One of the head teachers in Viswa Niketan Higher Secondary School, Nepal commented thus: *"Before taking a decision, I discuss with others; it helps making me acceptable to them"*. Adding further, *"A head teacher's duty is not to do everything alone, but to inspire others to do"*.

One of the Principals in a primary school in Philippines strongly augments delegation of tasks and collective decision for achieving school objectives as she pointed "We have better ideas than I alone have". Introduction of participatory approach helps the teachers in aligning themselves in school programs.

### **Box 4.3: Participatory Approach**

In this particular school, the SMC formed a number of sub-committees for different management areas. Each of the sub-committees has one of the members of the SMC as the convenor. The committees have mostly senior teachers and in some cases assistant teachers as members. In this way, teachers are involved in the school management process. There are 7 sub-committees: Academic Sub-Committee, Finance (inclusive of tender and Development activities) Sub-Committee, Project Sub-Committee, Environment, Discipline & Security Sub-Committee, Literature & Culture Sub-Committee, the Appointment Sub-Committee and the Audit Sub-committee.

The learners are a part of the management of classroom and co-curricular activities. There are 3 'captains' in each group of learners who are selected by the class teacher on the basis of their performances in the internal annual examinations. Leadership quality is another consideration. These captains assist the teachers in maintaining classroom discipline, and organizing co-curricular activities. They inform the teacher and headteacher of any untoward event or any activity of any learner, which is harmful for the discipline or for other learners. In maintaining the overall discipline of the school boy scouts and girl guides assist the teacher-in-charge. They also help organizing annual cultural competition and sports. They have a role in ensuring cleanliness in the school.

The headteacher and other teachers feel that this participation is needed for growing leadership qualities in the learners. This is also very much helpful for the teachers in ensuring efficiency of the management. This should continue, but the headteacher and teachers don't have any thinking of widening the extent of the participation.

*Uttra School, Bangladesh*

All the successful schools have some sort of a visionary and pragmatic leader who can not only sustain its success but also make new headways in improving the success. A good leader is the one who has not to do everything by himself but has the capacity to get the work done. The delegation of power can, in fact, be made either through a structured mechanism or by ordinary distribution. In this case, all the sample schools have constituted various committees for distributing works and sharing responsibilities. In all the successful schools, there has been some form of delegation or other - it can be academic, financial or even administrative, it can also be on the basis of an individual or a group or a particular body. As far as academic delegation is concerned, there are a number of tasks that have been delegated either to a particular teacher or a group of teachers. Preparation of school plans, preparation of timetable, evaluation of papers, management of library, conduct of examination, preparation of additional curriculum, management of curricular activities preparation of teaching aids, organizing remedial coaching, constructive physical structure, maintenance of resources, managing discipline, protocol duty, etc. are usually given to a particular teacher or to a group of teachers. Similarly, delegation of financial responsibilities can be found in schools either in the tasks performed by bodies like SMCs, governing bodies or a group of teachers. Purchasing of assets, management of hostel and mess etc. Further, admission, discipline, supervision, monitoring,

maintenance of school register, transport, appointment of part-time teacher are other responsibilities, which are mutually shared by stakeholders. In Sri Lanka, there are more than twenty committees to look after various responsibilities where even students have been given key responsibilities. But it has to be kept in mind that, despite all these forms of delegation, the head teacher constantly supervises and monitors all these activities. The school heads takes the ultimate decisions.

However, there is a problem in delegating the works to senior teachers especially when the head is younger in age and experience. Having experienced teachers can be an asset as they can help institutions with their experience and also provide vision to improve the schools. For example in Mountain School, Pakistan, *there is an in-charge head who assists with teacher management. Previously he was the head teacher of different schools so he has lots of experience. One of the problems is that "those very senior teachers they are not that much energetic, not active to give extra time and normally they look at the watch and the time is over, they try to run, that's why I don't want to put extra burden on him". (Principal) Preparing the timetable is an important aspect of teacher management and that is done with the teachers in the form of a workshop so everybody contributes to the decisions. Then if something has to be changed the teacher concerned will go to the Principal and discuss it and then a change can be made.* However, this may not be necessarily true in all the cases as the senior teachers resist change and are not willing to take additional responsibility either because of their age or health factor. However, successful schools are able to overcome these problems.

The decentralisation or delegation of tasks takes place vertically from head of school down to teachers individually distributing the responsibilities among the structures and members of different groups. The case studies show that the teacher leaders (section heads/heads of department/grade heads) can help other teachers to embrace the goals, and to understand the improvements that are needed to strengthen teaching and learning. The clear implication is that distributed leadership has been helping the schools to move ahead with constant improvement and it also helped to develop capacities in the institute. In all the schools, the delegation of tasks and responsibilities helped to create ownership of ideas and innovations and get them institutionalised. More importantly, in all the successful schools, the teachers are aligned with school objectives and become part of school culture. Many of the head teachers among the sample schools demonstrated their strong conviction to nurture teacher leadership and to empower them through delegation.

In fact, in one of the schools in Sri Lanka, this has good results on performance of students. In some of the schools, the principals admit that they are only concerned to develop vision and direction to school and mobilise necessary resources in planning and implementing several school improvement programmes.

The delegation of tasks helps to build good team spirit and opportunity to learn from each other. In Pushpadana Balika Maha Vidayalya, Sri Lanka teachers were delegated to the Schools. *They work in the school delegated. Two Deputy Principals support in financial administration, academic, co-curricular and hostel management. There are three assistant principals to assist the principal. Management committee consists of the principal, deputy principals, sectional heads and prefect of games. It meets once a month to discuss school activities. There are other committees established for various activities. The parents and teachers can be committee members. There is no competition for membership. Any body can become a member voluntarily. There are a number of committees to improve areas such as the sports, hostel school management, discipline, uniforms, special projects, canteen, entertainment, technical, agriculture, environment, vehicles, bands, religious activities, sewing, language, scholarship,*

## *Improving School Management*

*photography, building etc. Once a year, members' change, generally every teacher must be at least in one committee. Parents and students are also members of the sub-committees.*

The existing practices of delegation of tasks in successful schools need more in-depth analysis and understanding to really examine the characteristics of delegation, process and accountability. In the absence of full evidences it would be hasty to draw conclusions. However, these best practices in all the schools also help to integrate people with institutional goals by involving them in planning and operation of different activities. In some of the schools, the delegation of tasks symbolises as asking others to do it, which is much different from sharing leadership.

Most of the schools have been successful in delegating academic and co-curricular activities, yet crucial aspects like financial and administrative issues lie with central leadership.

All the schools have adopted school based management particularly in planning and management of academic activities. The school based management encompasses preparation of school based curriculum pedagogy and student assessment etc. The sample schools set their own priorities and plan accordingly.

### **Box 4.4: Teacher's Involvement in Management**

It is interesting to note that the Annual Confidential Report of the staff is written first by the Section Head and the Principal countersigns. When we asked, is it possible the section head is partial to the teachers, her reply was, "No, according to Islam I expect them to be fair and I trust them".

Unique feature of this school is that all the teachers are involved in management as members of various committees. These committees are all working committees integrated with each other. For instance the Admission Committee of both the junior school and college looks after the affairs of admission. The Transport Committee is being run effectively through staff members. The Examination Committee organizes the setting of question papers and examinations. The Furniture Committee, after due inspection, decides on the future demands of the various classes. The Vision and Development committee is the highest decision-making body and it decides on important issues as well as monitoring the school's progress. But there is a fear that too many committees could lead to confusion. What kept surfacing again and again is the love, ownership and commitment that all the stakeholders feel for this institution.

*Royal School, Pakistan*

## **Teacher Incentives**

In economic sense, providing incentives produces the best results. It is quite true even in the case of schools. Since schools were chosen from a vast pool showing considerable divergence, naturally, the type of incentives too differ from school to school. However, broadly the incentives come in terms

of recognition, rewards, perks, privileges etc. For further classification, incentives are divided into two main categories, namely monetary and non-monetary gains.

A common recognition for teachers in successful schools comes in the form of their recognition by the school itself, which treats teachers as valuable assets and pillars of their success. A part of this recognition is the involvement of teachers in planning and implementation of school programmes and activities. Though this brings additional responsibilities to teachers, it certainly makes them feel as an integral part of the school. This sense of belongingness, trust, responsibility and value makes teachers confident of their own capabilities and enhances their self-esteem. Respect and reverence are something that every individual longs for and by recognizing the talents of teachers, the schools promote and provide fillip to that inner carving of self-worthiness and dignity of self to teachers. Without exception, all the school heads seemed to be adopting emotional intelligence to deal with teachers and students. To quote Head Teacher from Royal School, Pakistan, *"I am thinking that we should give more facilities to the teachers so that they can teach in a better way." If a head of a school cares for new innovations and goes out of her way to facilitate her teachers, this is also a criterion of a successful school. Apart from training, further incentives for teachers in her institution are promotions, motivation and most of all respect. "I feel the most important thing for a teacher is respect"*.

Secondly, the very fact that successful schools are celebrated by the media, administration, community and all and sundry bring a sense of achievement to teachers. They feel proud of being part of this endeavour and to continue this success, they motivate themselves far beyond their codified duties.

The respective head teachers vary in their acknowledgement and expression of appreciation of teachers and follow different methods. A particular head teacher from India expresses his appreciation by openly praising the concerned teacher and giving him a banquet whenever he does some good work. When a particular school is chosen by the government or other organizations as the agency to implement a new and innovative programme as evident from Philippines, Sri Lanka and India, it automatically brings laurels to the teachers and recognizes their capabilities indirectly, which makes them proud.

Further awards and certificates add on as both monetary and emotional benefits to teachers. Almost all schools have awards and certificates for deserving and talented teachers. Some schools in Nepal have instituted even special awards for their teachers from their own fund or funds specifically generated for this purpose, to recognize teachers. Teachers agree that these tokens of appreciation help them in motivating themselves to produce better results.

Frequent training programmes and participation in other similar programmes, which enhance the pedagogical and technical skills of a teacher such as academic autonomy, medical allowances, etc. too are considered as incentives. It may be mentioned, however, that some kind of a mechanism for disincentives too is prevalent in some schools notably in JNV, India, as a means to enforce discipline and work culture among teachers as witnessed in terms of freezing their annual increments for poor examination results.

There are a variety of incentives for teachers in all the schools. In some of the schools, teachers are given certain monetary benefits to motivate and also to compensate the extra work they did. For

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example in Nepal, teachers are paid breakfast allowances, while in JNV, India, the teachers have free lunch with students. In some schools, bonus or festival advances are permissible.

All the successful schools have one or more incentives for teachers. These incentives are of different types and vary among the schools across different management type, level and country. The incentives include monetary and non-monetary benefits. The monetary incentives, though few, are practiced only in some schools. Variety of non-monetary incentives is prevalent in different schools. For example in Viswa Niketan Higher Secondary School, Nepal, *the school has provided some kind of incentives to the teachers and the staffs so that they devote their whole time for the duty earnestly. It has provided the tiffin allowance to all for their presence in the school. In addition to it, the teachers and staffs get cash for the leaves at the end of the year, which they do not enjoy, as they are privileged by regulations. The assistant head teachers get 400 rupees and the department heads get 300 rupees and class teachers get Rs.200 allowance per month for their responsibility. There is the system of recognition by providing medals and letters of commendation to the teachers and the staffs every year.*

**Table 4.1: Teachers Incentives**

Incentives	Countries
Participation in Decision Making	India, Sri Lanka, Philippines, Nepal, Pakistan
Pedagogical Autonomy & Empowerment	Bangladesh, Pakistan, Sri Lanka, India, Malaysia, Philippines, Nepal
In-service Training	Bangladesh, Pakistan, Sri Lanka, India, Nepal, Philippines
Cash	Bangladesh, Sri Lanka, India, Nepal
Free Medical Facilities	Sri Lanka, India, Nepal
Promotion	Bangladesh, India
Awards	Pakistan, Sri Lanka, India, Nepal, Philippines, Malaysia

A variety of non-monetary incentives are accorded to teachers in recognition of their good academic work including effective linkages with community, etc.

## Student as an Individual

The entire lot of successful schools under the study reveals that they treat the student as the nucleus of the system and all plans and programmes revolve around them. All the successful schools have eradicated corporal punishment and even if there are instances of such a punishment, for instance in Mountain School, Pakistan, the head teacher takes remedial measures. Most of the activities conducted in the school are essentially student-centric in nature. Since students constitute the base of the school system, specific efforts are undertaken to identify their potentialities, interests and, later, methods are found to enhance their given qualities. This presumption requires the teachers to



show love, affection and encouragement on students and guide them towards the path of self-development and progress. When students are identified as coming from poor socio-economic background, the teachers contact their parents and impress upon them over the need of schooling and even go to the extent of finding means to support their education. Concrete examples are available from the schools in Pakistan, India, Bangladesh and Nepal.

#### **Box 4.5: Fulfilling Student's Demands**

Teachers were observed going by children's demands. They asked children what they wanted to do. Some said they would play, others say they wanted to listen story; the rest said they would first read. Teacher preferred to follow the consensus and loved to honour the majority wish. This had a salutary effect on learners' motivation to learn. The head teacher maintains a list of student who is good in studies and those who are weak. He seeks information about these students' progress every fortnight. Each good student is assigned three to four weak students. He is called 'Sahiyogi Sandarshak (Peer-Guide)'. The motto is **Chalein hum sath sath**. He helps his other peers in managing their learning difficulties. A healthy inter-group competition is reported working. Each group strives hard to come first on par with average achievement level of the class.

*Jharokalan Primary School, Duddhi, India*

Students are involved in the various activities of the school and are even made members of school committees as partners in all schools. Some of the schools in Philippines have taken initiatives in making the students aware of their rights and responsibilities integrating it with the curriculum.

#### **Box 4.6: Students Empowerment**

- Students are made aware of their rights and responsibilities by integrating this into the curriculum, providing corners in every classroom with posters informing them of their rights and responsibilities.
- Adopting a "no corporal punishment" policy in the school. For example, teachers are required not to wield the stick when they teach.
- Basic amenities and facilities are provided.
- Opportunities are made available to students in order to develop their special talents and respond to their multiple intelligence needs.
- Parents are regularly informed about the activities of their children in school.
- SACES has regularized or institutionalized the school-based teacher training (SBTT) system in Math, Science and English, subjects where students have been found to be weak.

*Sta. Ana Central Elementary School, Philippines*

Schools like Mountain School, Pakistan have taken care in providing infrastructure facilities to students' viz. potable drinking water, furniture for students. The schools have made available opportunities to develop their capabilities and introduced multiple intelligence programmes by introducing several co-curricular activities and sports and games. Schools have also made efforts in informing parents about the academic results of their wards as well as counselling them on the need to teach them. There are instances where the head teacher has personally gone to the parents of the student questioning them about poor care of the child in the home. In many schools the teachers have love and affection for students and help them with individual learning problems. Children are provided basic amenities. Schools also help children to develop confidence and special efforts are made to develop communication and leadership skills by involving in school management activities.

### **Box 4.7: Why all Bright Students in Section A**

Some students of grade X B came to the head teacher's room and persuaded to visit their classroom immediately. In the classroom all the students were silent and serious looking. The HT asked why they were serious and silent. Then one of the students stood up and related how they felt disgraced and humiliated in being grouped to the section of slow learners. He protested that even the teachers treated them differently in the class. They felt that they were unwanted group in the school. Meanwhile some of the students began to weep and cry. The head teacher tried to console them and give reason why they the management did so: basically to prepare them for the SLC examination according to their abilities. Touched by their concerns, the HT asked for their suggestions. The students requested the HT to put them in mixed group classroom, and they promised to study hard. The school since then abandoned such graded sections.

*Adarsha Saula Yubak Secondary School, Nepal*

The school adopt different approaches to identify the academically weak students from the beginning of the academic session to arrange for their tutoring.

## **Student Assessment**

Although efforts of the schools are to develop the holistic personality of the students and identify their specific intellectual abilities and thereby to improve their manpower, the schools, however, have their own limitations as they function within the framework of the educational system. As a result, they have to follow a system of test and evaluation not just to assess the capacity of students but also to weed out weak students from the system. But the successful schools have a different attitude to this, as they conduct tests not to assess the intelligence of students but to arrive at an assessment of their overall skills and competencies individually of particular students and also to initiate remedial teaching. They also have innovative assessment mechanisms evolved at the institutional level. The main objective of the internal assessment is to know the relative strength and weakness of the child so that it becomes easier to eradicate the identified shortcomings. The different



methods of assessment differ widely across the schools. Some of them are class test for each lesson as in Bangladesh and India, weekly tests in India, monthly and unit tests in Sri Lanka, Pakistan, India and Nepal and 4 grade period examination, and also, in some schools, there are terminal examinations as well. In all the countries, the schools conduct the prescribed examination distributed over three terms. However, in Philippines, the school based diagnostic tests are indeed conducted for the classes. Apart from this, all the schools in all the countries have the practice of homework, except one school in Pakistan. All the sample schools have the facility to provide feedback to parents and in case of Sri Lanka and Nepal, the checked answer sheets were given to the parents through their wards to apprise them about their progress. In case of Sri Lanka, formative assessment of competencies, intelligence and speed test are some of the special devices adopted for learner assessment.

**Table 4.2: Students Assessment Practices**

<b>Students Assessment Practices</b>	<b>Countries</b>
Two Term Examinations; Annual Examinations	Pakistan, Philippines, Bangladesh, Nepal, India, Sri Lanka
4 grade period examination	Philippines
Monthly Tests; Unit Tests	Sri Lanka, India, Nepal, Pakistan
Class test for each lesson	Bangladesh, India(JNVS)
Weekly tests	India(JNVS)
Home work	In all Countries (with exception one school in Pakistan)
Feed back to students and parents	All schools
Remedial	All schools
Special test	Philippines
Special coaching for talented /gifted	Sri Lanka, Bangladesh

Successful schools organize regular student assessment. Their results, together with those from public examinations, are used not simply as a selecting device, but also for many other purposes: to identify strengths and weaknesses in learning and teaching; to spot students with specific problems for remedial teaching; to make teachers feel responsible; to build teachers' capacity, to create transparency; and, in some cases, to create competition between teachers or teaching departments.

#### **Box 4.8: Student Assessment As a Tool for Quality Improvement**

The following extract from a case-study of a big secondary school in the Philippines shows how assessment is used for quality improvement. Student assessment is an integral part of teaching, without which teachers will not know the extent to which their students learn. Apart from the assessment made by the teachers themselves, there are student assessments made school-wide and regularly. Graded periodic examination, four of them every school year, are given to students to determine the learning competencies mastered or not mastered for the grading period. These exams provide feedback for the teachers in regard to what should still be done to improve their teaching approaches, techniques and practices in order to improve student learning. Diagnostic tests are given by the school for each major subject at the beginning of the school year and achievement tests are given towards the end of the school year. This is meant to determine what specific learning competencies for the various grade levels are mastered or not mastered by the students. Based on the test results, school-based in-service training programs are crafted by the teachers themselves with the school principal guiding them, determining which programs are to be carried out in the next school year. The same test results are used for more focused remedial education or catch-up programs for the different subject areas; they are used, too, to identify those students who need help and those who can be tapped to help the former.

Students assessment is thus aimed at improving teaching-learning processes rather than evaluating how well the teachers teach. As a result, there is a high rate of acceptance of assessment results among the teachers who know well that these results will be used to further enhance their teaching expertise and improve student academic performance. These examinations afford every teacher the opportunity to meet with the parents during the report card day, during which time the parents are required to come to school, pick up the report cards of their respective children, discuss what form of assistance can be extended to help their children and other measures to make learning more productive, interesting and challenging to children. In principle, every classroom teacher-adviser will have at least four opportunities to meet with every parent of each student under her advisorship.

*Anna Central School, Philippines*

### **Remedial Teaching**

These successful schools, unlike the other schools, do not use the tests to eliminate the weak students but only to identify them. Sometimes, efforts are made to identify their 'hard spots'. After identifying, the schools use them for designing pedagogy and also remedial coaching to improve their abilities. These remedial classes are held usually after the school hours. Several strategies are adopted according to the learning needs of the students. While the normal practice being the normal teachers taking

extra classes and hiring floating teachers as was the case in Central School, Pakistan, sometimes they also utilize the services of the members of PTA, parents, old boys and old girls association on temporary basis and/or by appointing contract teachers. They sometimes use the bright students of the school to teach the weak students.

The successful schools do not neglect the bright students; rather they nurture them and take special care for their participating in national level tests as in Sri Lanka and Bangladesh and also prepare them for taking part in inter-school competitions.

Student assessment and learner's performance in different subjects are used, as an input for capacity building of teachers in different subjects and this practice is evident in Philippines. To cite, in Pavia Pilot Elementary School, Philippines, *a special remedial reading class for Grade I pupils was assigned to one teacher. These children were the 38 Grade I pupils identified by their advisers as weak or non-readers. The children stay with their remedial teacher in the morning and attend their regular class in the afternoon. This strategy has greatly helped the children to improve their reading ability. At the time of the study, this same teacher now handles the weakest class in Grade I composed of repeaters and with weak reading readiness test results administered before enrolment. In this way, more attention is given to them until they are able to improve their reading abilities and can be streamlined to a regular class.*

#### **Box 4.9: Floater Teacher for Remedial Teaching**

We make a list of students after the first month [that] we have been given. We give them a month or six weeks in which they have to settle down. Then we start looking at their grades and their behavior in class and their general attitudes towards learning and whenever the teacher comes to me or to any other head of the department that child X is not performing well, see it's not necessary for a child to fail. For example last year we have this great brilliant student who was doing so well and all of a sudden she just fell below her own standards. She was passing but she still wasn't working up to her potential, we felt that she has a problem and we investigated and she was having some trouble in the family which was affecting her academics and we tried to help her with that and because its a small school we do manage to mostly find out if they have any emotional problem or it is just share academics. Since we have a list of these students we try to keep track of their development and we try to work up a variety of strategies where sometimes the teacher stays back after school and works with the best students and every time that particular student is given extra work to do, which is then rectified by the teacher. We have correction classes in-built within our academic system.

You see we have a floater teacher in the school; floater teacher job is to help out remedial students. She also substitutes classes wherever there is a teacher missing; it is very rare that she has to do that. So she gets a timetable that she follows and she gets a list of students which she has to teach separately and that is the program that we actually look into it.

*Central School, Pakistan*

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In Sri Lanka, the teachers identify the difficult topics and low performing areas in the subject are checked and this helps the teachers to develop mechanisms to make the matter easy for weak students, by organizing the process of teaching and learning through workshops. The schools encourage learning through environment by initiating several school based projects and programmes. In one of these schools, students are encouraged to participate in co-curricular activities and life skills where more than 22 varieties of socially useful and job-oriented activities are introduced and even if children do not succeed in formal final examinations, yet they could secure their jobs.

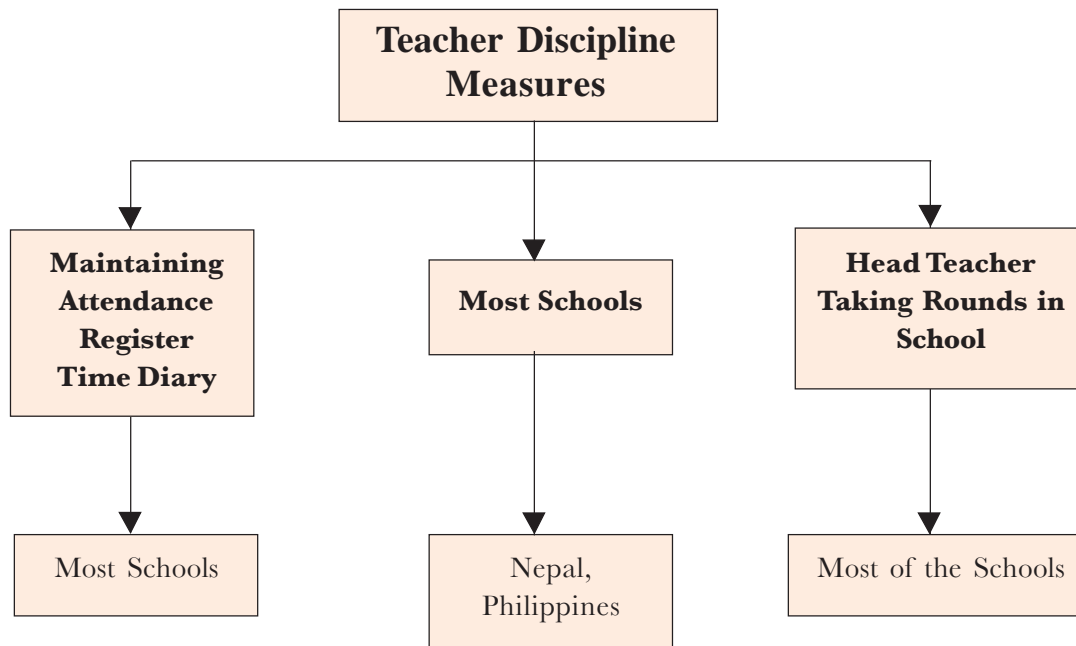
The best practice of these schools is that rather than labelling the students as 'failures', they strive to assist the children to improve their capabilities to master their learning in full cognisance of the differential capabilities of students by considering their socio-economic background.

## **Discipline**

### ***Teachers***

The foremost requirement for any institution, in general and educational institutions, in particular, is discipline. The growth and development of any school could be only possible through maintenance of discipline among the teachers and students. Towards this, head teachers of the sample schools have made conscious efforts to maintain and improve discipline in the schools. The heads of all the schools have been very conscious and careful in monitoring regularity, punctuality and seriousness of teachers. In JNVS, Kolhapur, India, an interesting case was found. To quote, *the very second day of taking over as a Principal, a teacher came late for 10 minutes. He called the teacher and said that you have come late and this may not be repeated later. Next day another teacher did not teach in the last period and let the students go. He advised not to do so. The third day, the first teacher did not go to the class in the last period. Despite Principal's advice he repeated it the next day. Principal again warned him that if you will repeat this in future, administrative action would be taken against you. After few days he again did not attend the last period. This time the Principal advised him to apply for one-day casual leave. He ignored Principal's advice. Principal instructed the office to cut his salary for one day that also resulted into service break. Thereafter things started to change.*

Though discipline of teachers has not been a serious problem, except in very few sampled schools, neither in past nor in present, the head teachers have created regular monitoring mechanisms to look into this aspect through discipline committees in some schools or delegating the task to the deputy or assistant head teacher as the chief to protect the school from indiscipline arising out of teachers and students. In most of the secondary schools, this practice is prevalent, especially in case of large schools. However, in some of the schools of Philippines and India, the head teachers themselves monitor the discipline directly by devoting considerable time.

**Figure 4.6: Teacher Discipline Measures**

One of the important strategies adopted for maintaining time punctuality of teachers is by maintaining a teachers register, mentioning the arrival and departure time. In Uttara School (NAEM), Bangladesh, the provision for checking the timely attendance of the teachers has been introduced. Teachers have to sign on their arrival in the school in the attendance register and also have to record the time of departure. After a fixed time, the register is taken to the head teacher and he sees for himself who are the latecomers and who keeps away from the school without prior approval.

In Philippines and in one of the schools in Nepal, the school maintains a time diary, mentioning minute by minute absence of teachers from duty. In case of Philippines, this diary is used for calculating the salary while in Nepal the absence thus recorded is used even to deduce their leave. To cite an example from Viswa Niketan Higher Secondary School, Nepal, teachers are generally punctual and dutiful. There is a system to discourage late arrival or unapproved absence in the school. It is the system of the school that every minute of absence is counted and at the end of the month the absence hours are deducted from the leaves of the teachers. Moreover, the head-teacher is always watchful to the attendances of the teachers and their going to take classes in time.

In some of the schools, there was earlier groupism and factionalism among the teachers, which used to hinder the smooth functioning of the school (e.g. Mountain School, Pakistan, St. Ana Central Elementary School, Philippines, Isipathana School, Colombo). The present principals could succeed to eliminate indiscipline through several measures including team building, participatory approach, delegation of the task etc. In Royal School, Pakistan, Principal by giving the example of Discipline Committee, said, "I would like to give an example of the discipline committee comprising of six members. They come to college before the school is opened and they check the uniform of the students, the cleanliness of the school and then also check the staff, whether they are in their classes or not. This will be their duty throughout the day till the last

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*student has left the premises, they do check everything like their uniform, the cleanliness of the building and we have prepared a Performa and this is their duty to fill up the Performa and sign it, so that the principal should know what classes were not conducted during the day".*

There are several reasons behind the disciplined behaviour of teachers in successful schools spread over a few countries. Firstly, these schools have a clear mission and objective targets, thus leaving little scope for confusion and listless service. Secondly, the regular and close interaction of the teachers with head teacher has made it easier to follow punctuality. The interaction can be gauged from the fact that more often than less, the head teachers have delegated their responsibilities to other teachers and have entrusted their colleagues with series of developmental tasks of the schools. This mutual sharing of work and respect for each other's ability has not only enhanced the feeling of belongingness among teachers but has also motivated them in improving the standard of their school. Thirdly, the head teachers have shown tremendous sense of sharing and cooperation to reduce teacher indiscipline e.g. whenever a particular teacher has a personal problem, including health, the head teachers have shown not only sympathy in sanctioning leave but are also sharing the workload of the concerned teacher. Lastly, the prevalence of a congenial working environment has been able to wipe out frustration and insecurity among teachers responsible for irregularities.

Needless to add, there are some schools which have inbuilt mechanisms for controlling indiscipline among teachers e.g., in JNVS, (Gadchiroli), India, where the accountability among teachers is very high and in case of private management schools, the management has the power to bring the erring teachers into line. To quote, *the accountability mechanism of JNVS is severe and a teacher can be punished if his performance particularly the classroom teaching is not satisfactory and convincing to the principal.*

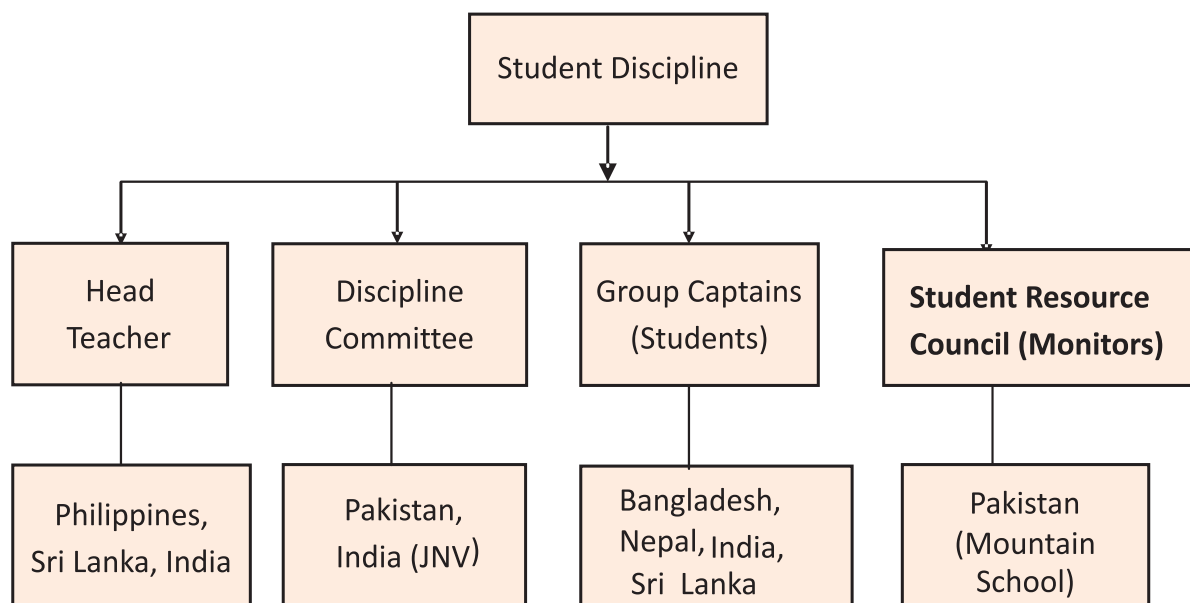
### **Student**

The students, like teachers, constitute the core of a school, hence, indiscipline among students is a cause of concern in every school. However, in case of sampled successful schools, the student indiscipline is minimal, largely due to the efforts of concerned head teachers as well as application of some effective measures.

Sampled successful schools have managed to counter indiscipline among students by using various means and mechanisms. Even the schools which had a past record of students' indiscipline have come out of it. The schools have realized that one of the major reasons for indiscipline among students is lack of care and concern towards them. Hence, at the first place, the head teachers show love and affection towards children. A feeling of empathy and positive attitude by teachers towards their pupil has been able to bridge the divide. A strong co-curricular content in school calendar effectively addressed the multiple intelligence needs of students and provided opportunity to students to be creative and constructive. Successful schools adopted preventive measures in dealing with indiscipline. Thirdly, student participation in maintenance of discipline is a common practice among all the successful schools. For instance in Primary School, Rahmatnagar, India, *Children are involved in maintaining discipline moving in rows, nursing flower plants, cleaning the campus and most important way in which they contribute is tracking the absentees and motivating other children not so far in school, to be enrolled. Prescribing a dress code and expecting them to be regular and punctual was perceived difficult aspect of learner management.* Some

schools have formed disciplinary committees with student members and have given them the responsibility to check indiscipline among their fellow students.

**Figure 4.7: Student Discipline**



These committees have class monitors and group leaders. In successful schools in Nepal and Pakistan, these committees even manage the class in the absence of the teachers. In Pakistan, a school has a student representative council that looks after monitoring of discipline as well as the cleanliness of the campus. Fourthly, a lot of indiscipline in secondary and senior secondary schools can be attributed to adolescent behaviour. In order to check these anomalies, many schools in Pakistan, Philippines, India and Bangladesh have provided counselling to students.

Some of the schools like JNV, India, and Central School, Pakistan, have personality development programmes for the students. Some schools with the past notoriety of student indiscipline have gone to the extent of reforming the students and bringing normalcy to the schools by following innovative methods. In Meegasthenna Maha Vidyalaya, Sri Lanka, one recent innovation introduced is the "bullying and hurting book". If a child bullies another child their names appear in this book. In serious cases of bullying, the principal questions and, if needed, presents it to the disciplinary panel for investigation. At the end of the year, every school has to do a 'Board of Survey' on physical resources. However, the board of survey has not been appointed in this school ever. The board of survey should check inventories and check every resource and classify them as repair, condemn, destroy or etc. In most schools, the recommendations are not carried out. This principal uses that opportunity to repair their furniture, so that now they have exceeded their furniture than in the inventory. He further revealed that he uses damaged wood for various purposes such as making 'morale tree', sign boards etc



**Box 4.10: A School Trouble Caused by Student Joking Remark**

At grade X a girl student often remarked at a fat boy calling "rhino". For many days the boy simply ignored at the remark. One day when the girl teased him saying "rhino", the boy also called her "hippo". The girl got angry. Next day at break time some of the brothers of the girl came and beat the boy in the school. The boy happened to be the son of one of the police officers. The boy informed his father about the incident. His father telephoned the nearby police station and some policemen came and took all of them to the police station. The situation created a furor in the school. Only then the information about the incident reached to the administration. The problem was quickly settled after the head teacher invited the parents of both the students for a talk. But it was unimaginable how the problem could flare up from nowhere.

*Vishwa Niketan School, Nepal*

In this context, one can mention that that these schools rarely take recourse to punitive measures and corporal punishment is usually avoided. Only in an extreme case, like in Motijheel Government Boys' High School, NAEM, Bangladesh the principal had to expel a notorious student on the ground of indiscipline. To quote, *the learners of the day shift especially of grades 8, 9 & 10 are in their adolescence. Sometimes they create problems in the school hour. One day a few learners of grade 9 were smoking. A pupil of the same grade informed the assistant head teacher. She called them and scolded them for their unwanted behaviour. After a few days, the informer pupil while coming to school was attacked by the guilty pupils in front of the gate. They cut his cheek with a knife. The assistant head teacher called these naughty pupils and their parents. She also organized a meeting with the head teacher and other teachers to take necessary action. They unanimously took the decision of issuing transfer certificate to the guilty pupils.*

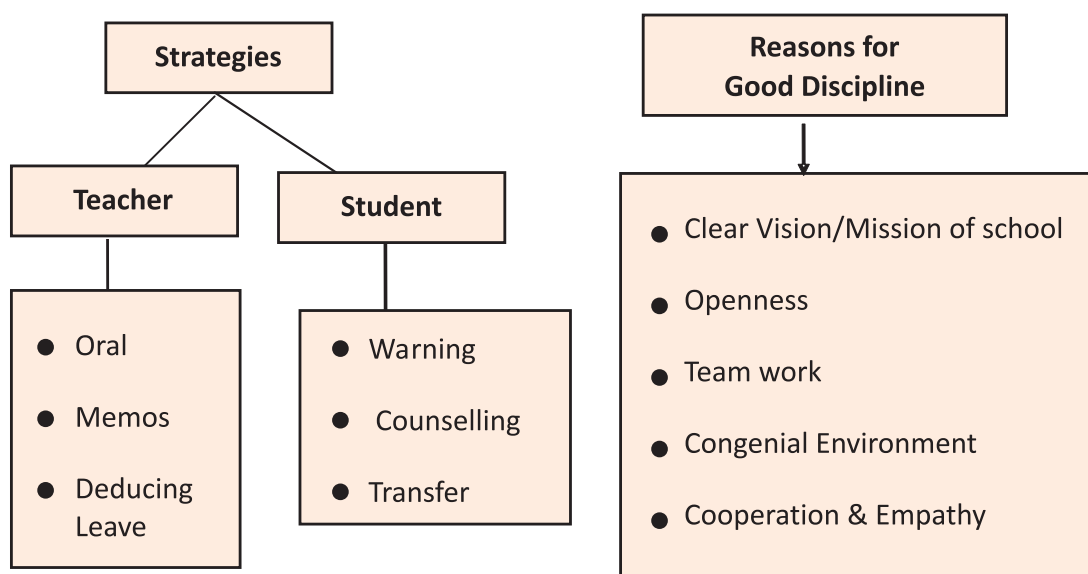
From the afore-mentioned studies, it is evident that student indiscipline has not substantially hindered the academic activity in the school. Yet improved pedagogy, more co-curricular activities, guidance and counselling, personality development programmes and above all creation of a conducive environment for teaching-learning activities necessarily enhance the students discipline.

### **Vision and Mission**

The distinguishing feature of successful schools is their vision and mission. They spell it out with particular objective, target group and orientation. For example, the vision of a remote school in Mountain School, Pakistan was: *This alma mater is a learning organization where every individual is furnished with highly commendable opportunities and facilities to attain the optimal standards of academic results, social skills, moral and spiritual qualities and physical well being. A unique team spirit with a slogan "sink or swim together" and a sense of strong collaboration among students, faculty and parents unifies this organization. Centre of excellence is its identity. Our slogan "committed to quality and merit".*



**Figure 4.8: Teacher/Student Discipline**



### Spelling out their objectives

The schools under the study were not only good achievers but their objectives and mission clearly states their ambition to achieve higher goals (JNV, India). They not only want to sustain the present level of success but also go beyond. They are also aware of their shortcomings and want them to overcome.

#### Box 4.11: Principal's Mission

The Principal wants to make the school as a Center of Excellence, not only in academic field but also in cultural, literary, sports, music and other activities. His major emphasis has been on the all-round development of students.

- To make the school a model school
- Character building and all-round development of students
- To produce cent percent results with distinction
- To make good citizens of India
- To make every student well-disciplined and well-mannered
- To bring out improvement in the life of tribal people
- Developing good study habits
- To make my students authors/poets
- To develop rural talent
- To prepare students to serve the soil

*JNVS, Gadchiroli, India*

## **Leadership Characteristics**

### ***Time Management***

Some of the sample schools have been brought to the level of successful school in the last 3-5 years, which could have been possible only through the efforts of the head teacher and other teachers. In this context, it becomes very essential to understand how the leaders of successful schools manage the time. The case studies evidently prove that all the heads of the schools have to spend more time than the prescribed hours to manage the school activity and interaction with community.

All the head teachers of successful schools worked for more number of hours than the prescribed school timings in order to accommodate and accomplish several aspects of school management and to keep in touch with the school. Time management is the most crucial factor for achieving the goals and targets. Time, being a scarce resource, its proper and productive utilization has utmost importance. All the head teachers reach much earlier and leave the school much later than the scheduled time. Mere spending more number of hours does not matter but spending them judiciously and spending quality time is more important. The head teacher's post is very demanding and most of the sample schools are large schools with diversity and complexities. Even the small primary schools pose a greater challenge for the head teacher. Most of the teachers consider that their head master is committed and devoted to school and gives it adequate time. Among the 30 schools, the number of hours that the head masters spend in school is 12-17 hours per day and mostly 6 days a week. Most of them work for all seven days and also during the holidays. Not all the case studies provided information regarding the time budgeting and management of time by head teachers but we have some information regarding a few specific schools.

Except few schools in Sri Lanka and Philippines and primary school in Bangladesh, in all other cases, the head teacher takes 1-2 hours of teaching and takes classes in the absence of a particular teacher. Depending upon the size of the school and classes, the principal judiciously allocates the time based on the school context, observing the class teaching from outside the school and over viewing the functioning of the school. There is variation of head teachers' time allocation for different activities from school to school. In case of a school in Nepal, the head teacher arrives in the school much earlier than the scheduled time and observes the working of subordinate staff, supervises the cleaning, greets children and staff. In case of a residential school of JNV, India, the principal starts his day at 5.30 a.m. with the supervision of morning physical training of students till 10.00 p.m. to sign the final roll call of students to call of the day. During the school time, he takes 2-4 rounds of classroom to monitor cleanliness and discipline and teaches 2-3 periods. In addition, looks after the quality of mess and takes lunch with the students.

Contrary to this, a head teacher of a primary school in a remote rural village in India having only the teachers where student regularity and attendance is a big challenge, the head teacher plans his time according to the context. He not only spends time in the school activity but also invests time to contact the parents and community members. He teaches 2-3 periods daily, supervises teachers and keeps exclusively 1-2 hours to spend with students to know their problems. Besides this, he spends 2-3 hours daily in the morning and evening with the parents to make them aware of the importance

of education for their children. Similarly, for the head teacher in a school in Philippines and in a primary school in India, the school is the passion where they spend all their time in mobilizing resources, building infrastructure, improving academic outputs etc.

The major research question that all the case studies tried to examine was the process that prevail in successful schools, but all the researches, time and again, were reminded the inter-linkages of people and process. And it was also realised in all the cases that process is not independent of people as in quality, nature of the process in successful school are intimately associated with people particularly the school head. Different stakeholders in the school have repeatedly revealed this as well; one can also see the plenty of evidences. Thus like in all the studies on school effectiveness and earlier studies on successful schools clearly put forward the crucial leadership role of head teachers as the main variable for success of the school.

Despite all the demands over time, the head teachers manage to find time to attend to the students' problems give access to teachers and interact with the community. One of the reasons to be successful and to influence the teachers is their ability to successfully manage the time.

**Box 4.12: Headteaching: A Headache?**

The headteacher stands central to the success of a school. Few schools succeed if the headteacher is not committed and hard working, while the arrival of a new headteacher with new ideas and a clear vision for the school can be the sparkle to turn the school around. Headteaching is above all a hard and time-consuming task. All school heads spend a lot of time in their school. The following extracts from a secondary school in rural Nepal, which also has a primary section, illustrate the point. Generally the secondary level school starts from 10.30 but the higher secondary school runs in the morning from 6:30 to 10:25. So the head teacher arrives in the school at 6 o'clock. His daily timetable is as follows:

<b>Time</b>	<b>Activities</b>
6:30-8:00	Classroom teaching
8:00 - 8:20	Recess
8:20-10:25	School administration and supervision
10:30-11:00	Lunch
11:00 - 11:45	Class observation/supervision
11:45-12:45	Visit to Primary section (different complex)
12:45-13:30	School administration (Secondary section)
13:30 - 14:00	Recess
14:00 - 14:40	Filling the absent teachers
15:00 - 16:00	Meeting with guardians or introducing computer in lower secondary level
16:00-17:00	Meeting with students with LS

*Vishwa Nikten High School, Nepal*

Most of the head teachers are highly appreciated and are considered committed and devoted due to their hard working and spending their precious time in school development. Through this, many head teachers successfully influence their teaching and become role models.

### **Personality**

In the present study, it is evidently proved that the successful schools are headed by leaders who have certain common distinguished personality character traits. These head teachers' personality traits are highlighted and attributed for success of schools by different stakeholders in the school.

A large chunk of that credit for success of schools can be attributed to the personal traits of their heads. In fact, to a large extent the success of any particular organization depends on the skills and competency of its leader. Mere availability in fact, abundance of infrastructure, financial and technical skills do not necessarily guarantee success, rather even in the absence of these facilities but with a competent leader at helm of an organization, it can strive for excellence.

With all these complexities making a school successful is certainly an enormous task and many, therefore, attribute its success to the head teacher, if not entirely but to a large extent. Even though we cannot put the premium of success entirely to them, we have to nonetheless admit that they play an instrumental role in the success of the school. Acceptance of their contribution begs the question about their qualities, which makes them different from others. These are a combination of a lot of special traits like professional, communicative, planning, teaching, etc.

A close and in-depth study of the qualities of head teachers among the sampled successful schools showed an interesting profile. Based on individual training, personality style, management types, the heads differ from each other but when compared to their role as head teachers and consequent traits they showed a host of characteristics, which are common to everyone. For a better analytical understanding, we can divide these diverse characteristics into two heads, namely personal and professional. Have a vision and mission for the school, integrity, honest, empathetic, openness, caring and loving, dedicated, motivated, helpful democratic attitudes, good communication skills, team builder, hard working, role model are some of the terms used. Dy. Teachers, students connectivity to describe the personality traits of the head teacher.

Similarly, they also attributed school success to his professional credentials. Professional characteristics are those skills, which are evident in their management of official responsibilities and are strictly restricted to their professional life as well as personal traits such as strategic planning, adroit use of resources, ability to mobilize resources, mentoring, staff development, thorough knowledge of rules, regulations and official procedure, understanding of educational needs of children and societal concern, possession of good worldview, use opportunities to realize their short-term and long-term goals, task orientation, quality to share responsibilities and success, quickness to bridge the leak, value the potential of teachers etc. Personal traits and qualities indicate the leadership role of successful schools having good social and emotional intelligence, mentoring, optimist, self-sacrificing spirit etc. to act as role models.

Besides these characteristics, the head teachers of successful schools too demonstrated qualities viz. democratization of decision-making, collective decision-making, providing greater autonomy to

teachers, sharing responsibilities with colleagues, providing scope for developing leadership among people working at different layers viz. section, groups etc, playing the role of a choreographer.

### **Box 4.13: Principals as Leaders**

All successful principals are successful leaders. That is hardly a surprise, but what leadership actually means, differs from country to country and from school to school. It is relatively easy to write down the characteristics of a successful school manager. The following is a list prepared by the research team in Malaysia:

- o Visionary: clarity of focus; Sharing of vision; Generating ideas and providing direction
- o Creative problem solving: risk taker; Contextualized action
- o Continuous learning
- o Passion for quality
- o Caring

But what does this mean in practice? The same case-study on a school in Malaysia offers some examples of how the principal "showed" leadership.

The headteacher cannot carry out immediate changes in school without a thorough study on the school environment. Ahmad added that he had to take about a year's time to win the teachers' trust. To do that, he had to firstly, forge relationships with the other administrators, namely his senior assistants. He said that he had to practice "*turun padang*". In the literal sense, "*turun padang*" means that one is willing to soil one's hands and feet working in the field together with his teachers, to be in the shoes of another.

The headteacher needs, in his management of staff, to carefully consider what will have a positive impact and what could be counterproductive. Leaders and teachers need to respect rules and regulations. For teachers who are problem creators, he would not hesitate to take strict action against them.

*Rules are rules. If we do not follow rules and make sure teachers and students follow rules, why create them in the first place. For instance, one of my teachers cancelled a co-curriculum meeting with the students on the day of the meeting without consulting the school administrators... the excuse that the field was not ready with lines cannot be accepted ... he could have used other alternatives to carry out the activity ... for this, I gave him a show cause letter (disciplinary note or memo) ... as leaders we have to correct and explain the rules to him ... we have to take action or else he would not respect the rules ...*

Ahmad believed that in our society, saving face is an extremely useful and important skill for headteachers in confronting issues pertaining to staff's work performance or inappropriate teaching practices. This does not mean that the leader cannot chastise the staff but the leader has to exercise a high degree of sensitivity and *face saving*.

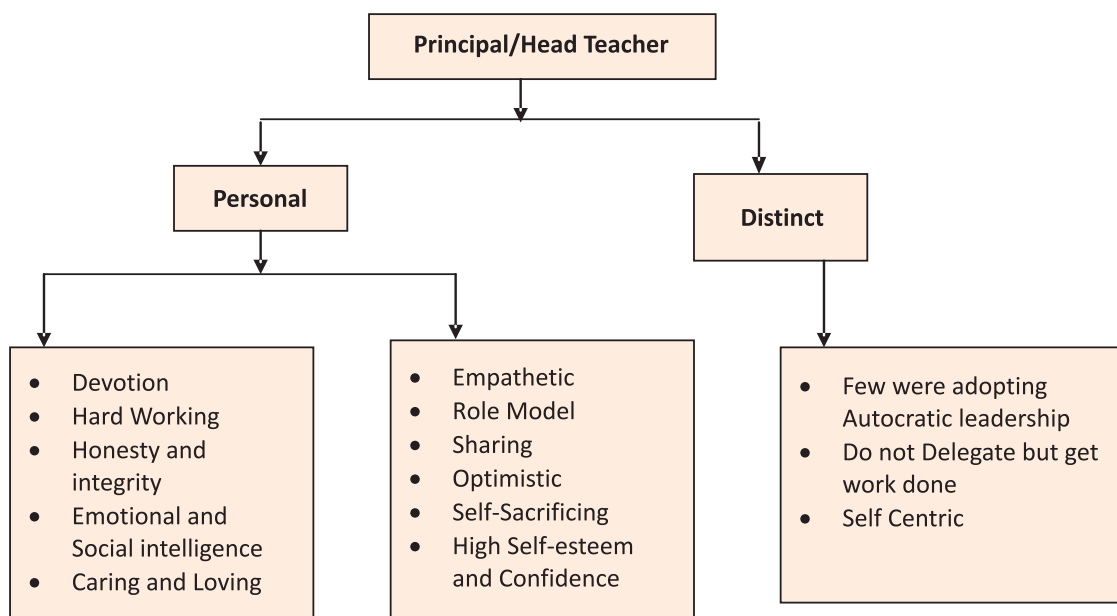
I would not openly scold any teacher in an open meeting. By talking to the teacher in the privacy of my office, it is easier to convey the message to the teacher. In our society, we have to practice 'jaga air muka' (save face) ... we can give corrective feedback the teacher more effectively...especially informally and indirectly...after a drink...while having a good time...for instance, just now I observed that you were using this approach with the student, perhaps this other approach is more appropriate.

*Beringin Primary School, Malaysia*

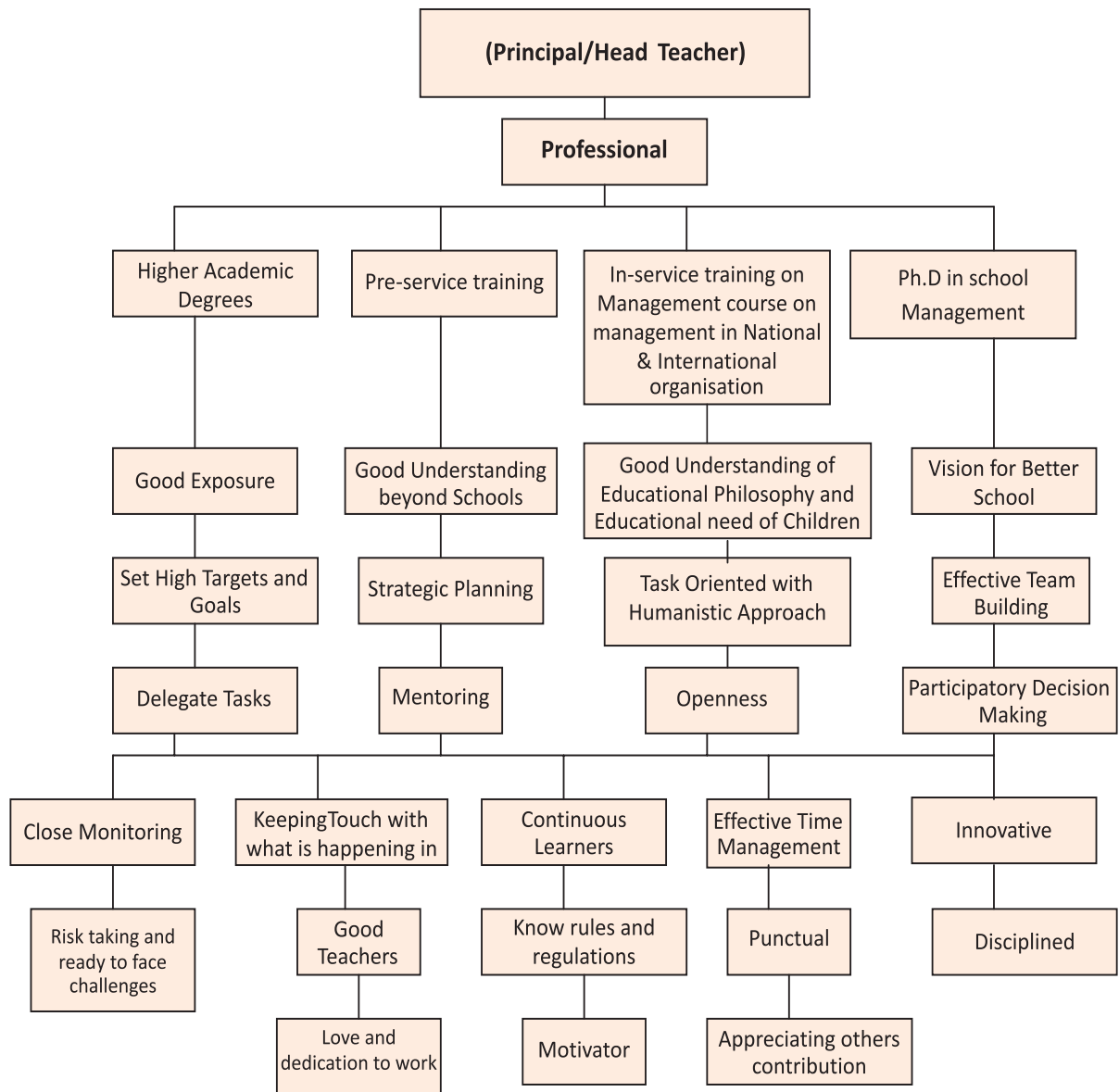
In these schools though the head teacher or the principal is the legitimate authority and the leader, they however, adopted leadership style by delegating tasks among various school level structures – individuals and groups - for effective and better management of the school. This delegation of power and decentralization of authority has not only delivered desired results but also created a second line of leadership who are ready to take up new responsibilities and prove their mettle. In such a situation, though the ultimate power and authority remains with the head teachers and others, despite their roles, remain accountable and responsible to head teacher who fosters an atmosphere of mutual trust, respect and cooperation among various partners of the school. For example, the principal of the Govt. Primary School in Philippines has delegated academic and financial powers among teachers and committees and is getting excellent results. All these examples exhibit the distributive leadership prevalent in successful schools. This is one of the many common factors among these otherwise diverse schools. To quote, in Pavia Pilot Elementary School, Pava, Iloilo, Philippines, *as an administrator, Mrs. Jovero is particular about keeping records of all transactions involving money and filing these records neatly in folders for everyone who might be interested to scrutinize them. It is her policy not to handle any of the finances of the school and assigns these responsibilities to teachers. However, she keeps control by keeping tab of all expenses and disbursements. It is one of her guiding principles as administrator to be transparent and to lead by example. She practices participative management and teachers are happy about being involved in the internal management of the school. As one teacher had said: "In the internal management of the school, the actors involved are the teachers as facilitators and the principal and district supervisor as the planners and manager"*

However, one cannot take the risk of stereotyping the leadership qualities of head teachers and fixing them. In fact, there are cases where the head teachers have to change their leadership style from one type to another in the face of certain situations. They become autocratic and authoritarian when they have a fixed plan and programme which they want to be followed for the benefit of the school. Examples from case studies in Sri Lanka, India (JNV) and Malaysia can be cited to buttress this observation. When they need to initiate change, they need to adopt and share leadership at different levels to ensure participation and acceptance.

**Figure 4.9: Leadership Characteristics**



**Figure 4.10: Leadership Characteristics – Professional**



It is evident from the case studies that the management devices used in different schools as cited in the case studies are crucial in making the school successful. Following section deals with interpersonal relationships, which enhances the chances of sustaining success in schools.

## Section V

# Interpersonal Relationships

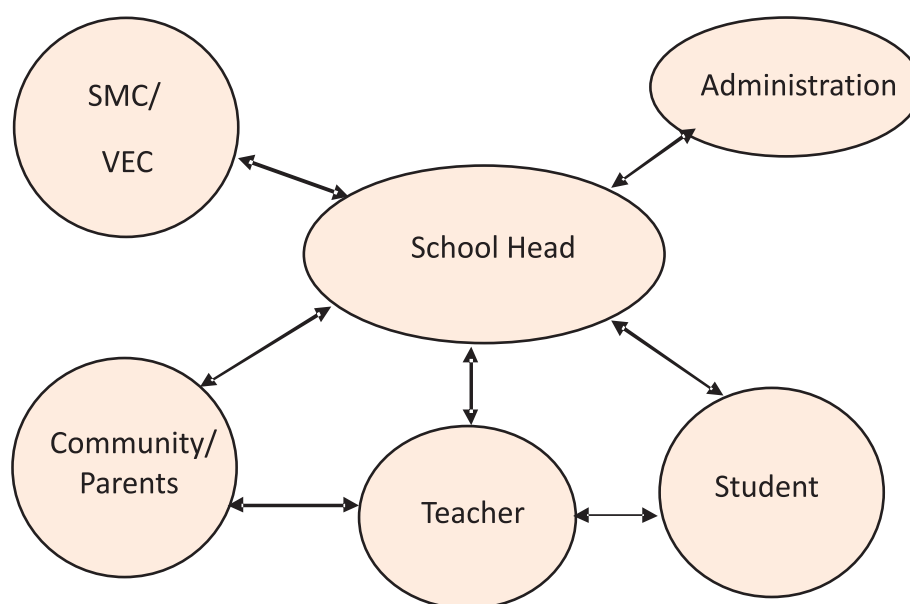
Research on successful schools has conclusively proved that the presence of a viable and reassuring working environment is a prerequisite for the school to be a successful one. Such a working environment can only be possible with the existence of strong interpersonal relationships among the stakeholders of the school in general and in the case of the head teacher in particular. The intensity and closeness of interpersonal relationship may vary from school to school and from head teacher to head teacher but an excellent interpersonal relationship is common among all the head teachers.

The school which has shown development and improvement in its efficiency has shown strong interpersonal relationship and interaction among personnel within that school. Communication and interaction within a good school both at vertical and horizontal levels considered to be an important factoring determining school quality. Effective communication is an essential tool for the head in managing the school and ensuring its progress.

The interpersonal skill of the head teacher reflects his relationship with co-teachers, staff, students and community members. Some of the head teachers have made efforts to bring close interaction among other teachers to make the school environment cooperative and congenial and this spirit of sharing has spread to the personal life of teachers as well as in Bangladesh, Sri Lanka and Pakistan. In Uttra School, in Bangladesh, *they(SMC Members) think the teacher to be inevitable for the school and its development. They attribute the attainment of the present position of the school to a great extent to the head teacher. The SMC members depict him as a sincere teacher and a good administrator with a high level of motivation, devotion and innovative capacities. They brought to the notice of the researcher the time he devotes to the school and identifies this as one of the causes of the school success.*

*The teachers, parents and the SMC members said that the head teacher has great devotion to the school, gives much time for the school and even works beyond the office hours. This is in consonance with the headteachers description of his time use. he said that he, on an average, works 3 hours everyday beyond the office hours. The parents express their happiness over the all time availability of the head teacher and easy access to him.*



**Figure 5.1: Inter Personal Relationship**

The bonding between the head teacher and co-teachers has become so close and cordial that they help each other in times of crisis and comfort. In some cases, for instance in Bangladesh and India, the head teacher and other teachers have refused promotion and preferred to stay where they have invested their time in closing the barrier. It is a challenge on the part of the head teacher to create a good, working and cohesive unit out of difference and distinction in the background of teachers but most head teachers have been able to meet the challenge.

The need to maintain a strong interpersonal relationship that the head teacher has to exhibit has two main functions, namely, to create a cohesive functional team to achieve common objectives and to meet common targets. As was the case in Amar Nath Vidya Ashram, Mathura, India, *the interpersonal relationship is healthy; the teachers seemed cooperative, supportive and friendly. To quote a teacher "We work as a team and our aim is to provide the best to our students". This spirit may be attributed to the school environment and above all to the able administration of the head-teacher, who closely monitors and quickly irons out the differences or arising grudges in the teacher's relationship. In the staff room of the primary section the teachers and the head mistress sit together, some of the senior teachers of this section call the head-teacher by her name. Thus the whole atmosphere seemed different in this school where care is taken to maintain discipline not with the help of an iron rod but by mutual respect, understanding and realization of "duty before self". The management members are very appreciative of their teachers' performance and interpersonal behaviour.* Secondly, to create an atmosphere of congeniality among the teaching staff and generate a healthy competition among them towards achieving excellence. Some head teachers have been so successful in this endeavour like in Sri Lanka that a critical innovation like peer review of performances among teachers has received appreciation from teachers.

The success of head teachers in maintaining cordial relationship with teachers also lies in the teacher's perception of their head teacher. The teachers recognize that their head teacher is competent,

impartial, hardworking, committed, caring, loving and a man of integrity and attribute the success of school to him. This is also reciprocal to the extent that head teacher too recognize the contribution and capability of his co-teachers in making the school successful. For instance in Uttra School, (NAEM) Bangladesh, *the head teacher is in his office room. A teacher comes in. He looks pale. He fell sick two months back and suffered for a long time. On recovery, doctors advised him to have a light workload. He approached the head teacher who rearranged his teaching periods and other responsibilities to allow him more time free. This day he has come to thank the head teacher for the support.*

### **Box 5.1: Head's Influence in Achieving School Effectiveness**

Teachers were asked whom they think has the greatest influence in making the school effective, and their replies were:

**Teacher 1:** "Our principal who, in one way or another, took pains in encouraging us and giving us the needed moral support."

**Teacher 2:** "Our principal has the greatest influence in making the school effective because she's the one who encouraged us and spear-headed the initiative to join the contest for the Search for the Most Effective Elementary School."

**Teacher 3:** "The greatest influence in making the school effective is the school administrator for she is the most important person who motivated us, her subordinates as well as the people in the community."

**Teacher 4:** "For me, the school principal has the greatest influence in making our school effective because with her proper management of the school and good relationship with her subordinates, parents as well as the community, we made it to the top."

**Teacher 5:** "The greatest influence in making our school effective is the principal because without her good management and untiring leadership, we couldn't have made it."

**Teacher 6:** "Our principal is a good leader to her teachers because she leads and influences them to do their jobs well and to be effective in teaching the pupils."

Another question asked by the teachers is: In making your school effective, is there one person you would like to give credit to? Their replies are as follows:

**Teacher 7:** "Making our school effective was realized not only because of the effort of one person but through the support of everyone, particularly the principal, who gave her untiring support. The teachers and the parents also gave their best in making the school effective."

*Pavia Pilot Elementary School (PPES), Philippines*

What distinguishes the head teacher of these successful schools is their desire to help his teachers in building their capacity rather than cribbing over their inability. The other teachers have taken this gesture quite positively and have worked hard in ironing out their deficiencies, which in turn has helped the school in improving its academic agenda rather dramatically. Further the democratic,

decentralized approach of the head teachers and their transparent and open door policy have earned them the respect of his colleagues. Though all the head teachers are task-oriented, they also have empathy and a humane approach (Sri Lanka, Pakistan, Bangladesh). They also mentor bright and capable teachers and help them in achieving more in life in terms of professional skill.

In these schools, the head teacher and teachers felt that they have a common goal in the improvement of the school, in that they share their academic challenges and difficulties among themselves (Pakistan and Philippines). All the head teachers have good communication and social skills and they have been successful in creating a sense of pride among other teachers by sharing the success of their school with them.

### **Relationships Among Teachers**

Provision of good facilities, adequate number of teachers does not guarantee the school to become successful unless the school has harmonious relations among the staff and students. In other words, equally important is sound organisational culture in which people can align with objectives of the school and have a common vision and goal. It became amply evident from the present case studies that the schools build their success on the pillars of good inter-personal and professional relationships. The inter-personal relationships in successful schools showed that largely the teachers have very friendly and collegial relation and adopt cooperative method for improving their performance. Because of amicable inter-personal relations, the teachers in successful schools were able to create good teamwork and sharing culture. The teachers also organise social events in order to iron any individual differences among them. Successful schools have mentoring of teachers by their senior and experienced teachers. It was found that teachers not only have good professional relationships, but they also developed friendship beyond the school. There were interesting cases that some of the teachers came to the rescue to help their colleagues when they have personal or health problems even by providing financial assistance.

#### **Box 5.2: Teacher Cooperation**

Teachers are cooperative and helpful. They help and support one other according to their need and capacity. They are friendly and harmonious in relations among the teachers. They give their views like this – "The goal is the same; all of us are working with the same objective of providing the qualitative education to the students and promoting the status of the school higher and higher". The teachers view that the responsibility of making decision is shared with all the teachers then the head teacher follows the monitoring the implementation of the decisions. All the teaching and non-teaching staffs are equal in his eyes. They add that discussions are done openly in the staff meeting and level wise meeting and the misunderstandings are made clear. Informal discussions are common to reach the decision instantly. So there is mutual cooperation, and understanding among the teachers, there is transparency and there is unity in work.

*Tarun Secondary School, Nepal*

Teachers are very much cooperative to each other. There is no specific complicated relationship among groups of teachers or even between any two teachers which is worth noting. A very friendly environment is prevailing. The teachers enjoy annual dinner and picnic which they themselves arrange under the leadership of the headteacher. Even the SMC join them in these events.

Teachers are helpful to colleagues. The cooperation takes the forms of financial help and personal help. There are instances of donating blood by some teachers for sick colleagues, nursing day and night, psychological help and support. Financial help and assistance are also provided by the school – the headteacher encourages all these philanthropic activities.

*Uttara School, NAEM, Bangladesh*

Sharing the workload is also common among the teacher whenever their colleagues have problems. In some of the schools, like JNV, India even though the teachers were hailing from different parts of the country with different cultural backgrounds, they have developed a feeling of being "members of one family" and call the school as "Navodaya Family". To quote, *I am happy to be a member of the Navodaya family. The system provides an atmosphere that serves well to create a feeling of oneness. Each and every one here has different characters and they may be of different religions. But, still we are all one and we enjoy the company of each other.* Inter-personal rivalry and groupism seemed to be present in some of the schools but now these are only the past stories.

In some of the schools, the good inter-personal relationships sometimes led to the extent of protecting the colleague, even if one is not efficient.

### **Relationships with Students**

Students constitute the core of the school. All physical infrastructure and academic innovations have little or no meaning without participation of the students. In fact, the aim of education is to bring out the innate capabilities of students to the fore and develop their personality. The successful schools have realized this motto and have devised strategies, which have a direct impact on students. As a part of this strategy, some schools in Philippines and Pakistan have become child-friendly. They want to make a child-friendly atmosphere in school driving out fear and hesitation from their mind and allowing them to express themselves. Without exception, in all the schools, the school heads and teachers express deep love and affection for children and they also emphasise that students too love them.

### Box 5.3: Teacher Student Relationship

The relationship of the students and staff was captured in a statement of the Principal when she said, "I believe in loving the child, if we deal with them in a loving manner they respond more willingly and do their work. At the same time we are firm with those children who need to work hard. We never punish or beat a child. The students discuss freely everything with the teachers and head teachers. In fact the children of the present times are in fact pretty bold. They ask questions if they feel like it."

According to the Principal there are many instances when the students interact with her and it is mostly in a relaxed atmosphere, "Sometimes they come for the fee concession, sometimes they come for the reason that nobody has come to pick them up and they come to me to solve this problem and sometimes they come to invite me, sometimes they have any like, or if there is any complaint they come to me".

When asked if students came with specific complaints against teachers she replied, "No they do not complain, these students they are very sort of, you can say they know that this is their teacher and she is going to teach them. They don't complain about the teacher, they do say alright whether this teacher is teaching the subject properly or not but they don't say such things against their teacher, they have a lot of respect". She also added that students do show their appreciation of the staff in a farewell party that is an indicator of the teacher's popularity.

*Royal School, Pakistan*

Same is true with the students. Successful schools have also gone in the direction of making students their partners in the decision-making and management of school activities. This is done by involving them in several school activities through committees or creating teams. Teachers have a parental attitude towards students and they care and nurture talents. Besides, they too have a feeling of responsibility to improve the performance of students. Most schools have done away with corporal

### Box 5.4: Intense Bonding

The joy of teaching in this school is greatly enhanced due to the affection and respect that teachers receive from students. As one teacher remarked, "*they create a situation where you feel that you are very much wanted*". A lady teacher staying in the school with her small daughter got transferred nearer to her husband's place of work. All the girl students assembled in her house and started crying. She was emotionally so moved that she got her transfer order cancelled. According to her, "*I felt I could be away from my spouse who visits me once a week/fortnight, but can not remain away from these children who need care and love*".

*JNVS, Gadchiroli, India*

## *Improving School Management*

punishment and have created an atmosphere where the students are working harmoniously along with teachers towards the development of the school. In some schools, the head teachers know the name of each child and have reserved some working hours to exclusively attend to the problems of children.

Another head teacher has even gone to the extent of inquiring about the poor caring and treatment of the student at his home. Similarly, in some cases, the bonding between the students and teachers has been so strong that teachers have stopped to seek their transfer and even promotion at the request of their students.

Many schools help their students in developing their personalities by encouraging them to participate in multi-intelligence and other co-curricular activities. In case of students from poor socio-economic background, the teachers have been empathetic and instead of labelling them as 'weak students' have tried to improve their skills and flower their potential. Another example of head teacher's influence in the school and care for children can be illustrated from a particular event in Mountain School, Pakistan where a teacher had resorted to corporal punishment and the head teacher intervened and enunciated his ideology of dealing with children through care, compassion and affection. For the concerned head teacher it is important to understand the psychology of the child rather than arriving at conclusions and resorting to harsh measures. Similarly, in order to inculcate the value of cooperation, fellow feeling and camaraderie among students, some schools have introduced group learning, cooperative learning etc. However, it may be stated that though these schools give adequate emphasis on group activity they never neglect individual talents and nurture them in their best possible manner.

Successful schools have focused on their students and have always tried to have good relationship with them. The aim is to make them feel important in the school and also to instil a feeling of pride in their heart for the school. But all this was done within a limit and never at the cost of discipline. There are events where the concerned head teacher had taken strong exception to matter of indiscipline and sorted out the matter with the help of guardians and concerned parties while avoiding corporal punishment.

### **Link with Administration**

The link with the administration is an important and crucial factor for schools. In this context, all the successful schools in all these countries have had an unflinching support from the administration. This is more so in case of government and private aided schools. In fact, some of the present head teachers of successful schools from Mountain School, Pakistan and Govt. Primary School, Bangladesh were specifically brought into these schools to improve them or to introduce some innovative schemes.

The question evidently comes up how such support can be given to all schools rather than to be provided to a few privileged ones.

Further, in case of Bangladesh the head teachers were selected by the sub-district level education officers to head the model school because of their experience and expertise. Same is the case with Sri Lanka and Philippines and the incumbents have shown their worth by achieving success.

The close association and contact of the successful schools with the administration has helped them in obtaining resources for physical development of the school as well as enjoying autonomy. In case

**Box 5.5: Developing a Positive Relationship with the Administration**

The relationship between successful schools and the offices of the Ministry of Education, which should provide them with supervision and support, is an intricate one. Many successful schools function in the same legal framework as their less successful colleagues. Legally, they do not have more or less autonomy than others. But two factors seem to make a difference: the use they make and the benefit they draw from whatever level of autonomy they have and the nature of their relationship with the administration. These two factors are linked, as the following case from Bangladesh shows. When the relationship is a constructive one, the school will be given more freedom and will receive more support in both financial and pedagogical terms.

Due to its strong connection with the upazila (sub-district), district and divisional education offices, actors in this school enjoyed a significantly higher level of autonomy and thus the school authority was able to take new initiatives. Major decisions for school improvement at the policy level come from the Assistant Director (AD) in the divisional office, but the implementation depends on the head teacher and the staff. Actually, due to the special interest by the AD, the other officials at lower levels also pay attention to this school. Without such a heavy support from the upper administration it would not be possible for the community people to think of their school development.

Among the new initiatives which the community and the school staff took, are: arrangement of morning and evening shifts, appointment of volunteer teachers and collection of local resources. These would not be possible without support from the administration.

With support from the divisional AD, a good Upazila Education Officer (UEO) was appointed and similarly a good Assistant was given responsibility of the cluster where the school is located. Three good teachers including the head teacher were transferred to this school. Such an arrangement created a very good opportunity to improve quality of Palpur school. In 2002, the school received Tk. 26,000 for construction purpose and again an appeal was sent for Tk. 30,000 during the year 2003. The divisional AD gave Tk. 6,000 for the development of the school. The UEO also informed the head teacher that he can send some extra materials. The school authority could easily reach to the higher authorities as and when necessary.

The school is being visited again and again by the higher officials. Number of visits to this school was higher than any other school in the upazila. For instance, the UEO and the AUEO visited this school once a month from July 2003. Moreover, the divisional AD was present 2/3 evenings each week there in the school. The District Primary Education Officers of some of the districts also visited this school for several times. During their visit both UEO and the AUEO observed classroom teaching and had discussion with the teachers.

*Primary School, Bangladesh*



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of Bangladesh, the officers from education department frequently visit the school and seek to mobilize community support. In one of the selected schools in Mountain School, Pakistan, the head teacher has direct contact and access to Field Education Officer with whom he had worked previously and as a result he had no problem in either getting resources or sanctioning of money for projects. The situation is exactly the same in Sri Lanka too.

However, in case of some very old and established autonomous schools like The Royal School, Pakistan, the administration hardly interferes except for providing funding. The administration extends cooperation. Since the school is autonomous, largely the issues are settled at Governing Body, once the government approves the school budget. Here, the head teacher feels quite comfortable with the governing board and manages to get permission and sanctions as and when required. The Governing Body at Royal school never interferes in the day-to-day activities of the school.

The prevalence of good relationship between the head teacher and the administration has also resulted in these schools being given innovative projects and in their being listed as sites for pedagogical experiment that brings good name to the schools and making the teachers feel proud to be part of this exercise. The successful completion of these projects greatly enhances the confidence level of teachers, as was the case in Sri Lanka and Philippines.

Some of the awards winning schools in Malaysia and Philippines have some kind of a unique and useful relation with administration and the schools do get support.

In case of Nepal, some of the Principals are very confident and feel that they have been successful in getting their projects approved by the district education officers as their schools are considered to be good performing schools.

The case studies show that the administration cares and supports good schools as they have demonstrated their worth. Yet good support from administration is an important element for schools to become successful which is evident from some of the schools like those in Bangladesh, Philippines, Sri Lanka, etc.

However, there exists a thaw in the relationship between the school and administration at some level and in some cases. This is evident in cases where the publicity, reputation and success of school have made the teachers more vocal and conscious of their innovation. To quote an example from Sri Lanka: *It happens that the good practices introduced by this school are taken away and are shown by education officers as if they are their own innovations. Then the education officers inform other schools to implement them. But when we realize that it is our innovation, we feel very sad. Due to this fact, we are reluctant to express new ideas to visitors'. Not only this. They also question the benefits and the rationale of training programmes and sundry meetings with education officers and label them as unnecessary time consuming deliberations without any practical relevance for the concerned head teachers.*

In contrast to Sri Lanka, a rural school - Primary School, Padari-Jhansi, (SIEMAT), India considers it a privilege to have a close interaction with local educational functionaries. An extract from the case study: *School showed excellent model of management of academic and pedagogical activities. School had very strong, vital and organic linkages with DIET through NPRC (CRC) & BRC which not only helped in managing*



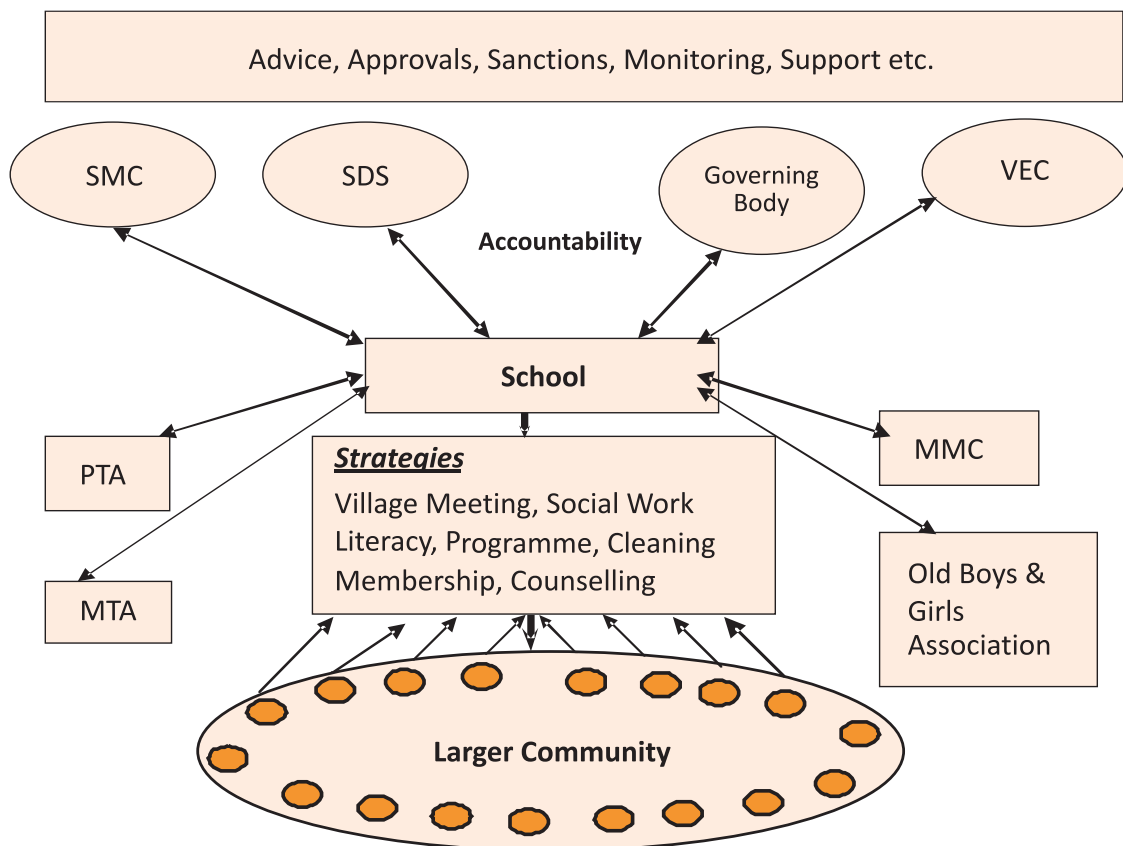
academic aspects of the school through capacity building programmes, school visits and developing lesson plans, but also nurturing school, head teacher and teachers by providing on-site support to them to improve school performance.

To sum up, it may be said that good relationship with administration is always beneficial for the schools as it solves their financial problem and provides an opportunity for greater exercise of autonomy. No school openly expresses its displeasure, if any, with the administration. There may be an undercurrent of dissension but that can be managed. Any school aiming to achieve success must create harmonious relationship with the administration.

### Linkages with Community

One of the characteristics of nearly all-successful schools is the existence of a positive relationship between the school head teacher/ principal, staff and the surrounding community. The precise characteristics and closeness of that relationship can vary depending upon the location of the school, size of the community and specificity of the catchment area. But the base-line is that this mutual relationship must help the school in its growth and development.

Figure 5.2: School Community Relation



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The school-community relation needs to be seen in three different perspectives. Firstly, relation between school and structures like SMC, SDC, Governing Body which generally have authority and decision-making power for school related aspects. The members of these structures are either elected or nominated and hold legitimacy to interact with the school and the school has an obligation vice versa. The relation with these bodies not only depends on school but also on vested interest of these structural arrangements. The sample schools have a mixed experience with SMC/SDC. Though all of these have maintained functional relation, some of the schools have excellent cooperation and support; examples being few schools from Nepal, Sri Lanka and Pakistan. However, some of the schools have very tough time with SMCs in Nepal and Bangladesh.

At the second level, school has relation with PTA, MTA, old Boys/Girls Association (OBA). While PTA / MTA have link with school by virtue of their children enrolled in the school, the OBA/OGA are working with the school more or less with a social service orientation.

The interaction with PTA/MTA among the sample schools is generally cordial and at times they have intimate link. However, the private schools from where the PTA has high expectations and demand on school, the schools hardly feel very keen to have intimate relation. In fact, in one of the private schools, the Principal had reluctance to have interacted with parents and he found the parents demand as unrealistic.

However, in some countries, PTAs' participation in school activities is highly valued and appreciated as they provided abundant support to school activities. The interaction with PTA also depends on size and type of management of school. In larger schools, formal PTA meetings are held to give feedback like in Nepal about their children, and sometime to discuss the future school improvement projects like in Philippines. In most rural schools the PTAs hardly show much interest in school as they are generally ill-equipped and busy with the raising their structures. They expect that the school should take care of their children's education rather feeling any other responsibility. Many a time, PTA members did not even turn up for school meetings as evident in Primary School, Bangladesh. In such cases, the successful schools alternatively organise mother rallies to create awareness among parents on the importance of education and health. To a large extent, the schools were successful in evincing mothers cooperation in Pakistan, India, Bangladesh and Sri Lanka.

**Box 5.6: Intensifying links between schools and the community**

One characteristic of nearly all successful schools is the existence of a positive relationship between the school staff and the surrounding community, especially the parents. The precise characteristics and depth of that relationship can differ: sometimes, parents express simply a benevolent, but rather distant interest in the school's management, focussing only on the progress of their own kid. In other cases, parents and teachers are working closely together in all areas, from resource mobilization to students supervision.

The following extracts come from a study on a medium-sized government primary school in Bangladesh, some 300 km from Dhaka. It shows that, in addition to formal structures, informal contacts are of great importance to strengthen the relationship between school and the community. It equally demonstrates that such a good relationship depends not simply on parents' interest in school but equally on teachers reaching out to parents.

There are three more or less formal structures of parents/community involvement in school activities viz., School Management Committee (SMC), Parent Teacher Association (PTA), and mothers rally.

The parents select the members of SMC at the beginning of the academic year. According to the head teacher, they are selected due to their commitment to education especially to this school and the community. They are socially accepted and some are relatively rich; so they have the capacity to work for the school if they want. The SMC members oversee various activities of school management. It includes many areas like student attendance, teaching-learning provision, school environment, linkage with the local education authority etc. The teachers report collectively to the committee through the head teacher. The SMC meet, once a month; the average duration of a meeting being about one and a half to two hours. The research team which observed one such meeting, noted that the discussions focus on crucial matters:

*Agenda for the meeting included pupils' attendance, pupils' performance in second semester examination, financial condition, and overall environment in school. The head teacher made a presentation on the former two issues and all others took part in discussion. The members asked lots of questions to the head teacher in order to identify the reasons behind failure of some students in the examination and absenteeism of some students.*

The other two structures for parental involvement are not as active as the SMC. For instance, no meeting of parent teacher association was held during the last year. Three mothers' rallies were held in 2003 and about half of the mothers attended each. The teachers get the chance to orient the mothers to the importance of education for their children and the necessity of parental involvement. The teachers also request the mothers to visit the school regularly. So far, three such meetings were held in 2003.

The parents sometimes meet the teachers during school hour – this mostly happens if teachers call the parents to see them. Reasons are student absenteeism, leaving school during break, misbehaviour and poor performance in examination. Some parents meet the teachers at their own initiative, to discuss about the progress of their children or to request for promotion if the student performed poorly in examination. There is no formal mechanism to inform the parents about overall performance of the school, but the parents can get information about their own wards whenever they want. Again, whenever the teachers see parents on their way to school or at the market place, they try to convince them to send their children to school. Sometimes the SMC members and the teachers also visit homes. According to some students, the teachers visit them if they do not attend classes. They sometimes send other students to the absentee students house in this regard.

The school is very much aware of the local needs and conditions. As the head teacher said, ‘Our duty is to provide education to all children, if we do not understand local situation it would not be helpful for us to carry our duty.’ As was observed, local language is often used in the classrooms and the teachers have respect to local wisdom and culture. Well-off parents do give economic help for activities like annual sports and cultural function. In general, the parents and local people are proud of having a model school like this in their area.

*BRAC, Bangladesh*

At the third level, the school has a link with wider society, of which it is also a part. The schools may not have a direct link with larger community, but they are part of the society. Hence, interaction with larger community becomes an important aspect of school activities.

### **Box 5.7: Teacher’s Involvement with Community**

Teachers involve themselves in many community affairs. They are the members of three associations in the village, namely, village development society, Temple-Development society & Youth Society. The principal is chief-advisor & deputy principal is the president of the village associations. Teachers visit children who fall sick and visit parents whose children are irregular. Teachers absenteeism is very low and they stay after school hour for extra work. The school promotes two way communication between school and family regarding school programmes and student progress. The school encourages the availability of the programmes to develop parenting skills as needed. It provides access to and co-ordinates community and support services for children and families. As a parent says, "Teachers are like gods. We can share anything with them. Teachers and we parents work as family. On special occasions, they visit to our places, even participate in the funeral in the community".

*Meegasthenna Maha Vidyalaya, Sri Lanka*

Some of the successful schools did display keen interest and need to develop close link with wider community in order to reduce the social distance between the school and the community, on the one hand, and, on the other, to provide the students with experiences in local cultural aspects.

Some of the schools in Sri Lanka and Philippines made deliberate efforts to organise local cultural programmes involving the community and also via participating in socio-religious functions of the community.

These schools created several opportunities for community members to participate in school functions and celebrations.

### **Box 5.8: Community Involvement with School**

The school has also been involved in community-development undertakings, making it responsive to the needs and problems of the locality. For example, it has its own **Home Bio System Program** where it promotes ecological and environmental awareness by mounting workshops for parents, training them to produce organic fertilizers out of plant wastes, fish gills, food leftovers, etc. It makes available to the community and parents its school science and herbal gardens, showcasing different plant varieties, including herbal plants for treating common illnesses in the community, and a butterfly sanctuary. SACES also has its non-formal education programs for out-of-school youths and adults, training them to be more productive citizens. Livelihood skills training programs such as dress making and tailoring, culinary arts and food preservation are made available to the surrounding communities of the school. Recently, it worked collaboratively with the Philippine National Police (PNP) in Davao City in training policemen who are or will be deployed in the depressed and disadvantaged villages of Davao province to become literacy trainers who will assist the local village schools in mounting literacy training programs for the illiterate and semi-literate out-of-school-youths and adults in the underserved villages of the province.

*Ana Central school, Philippines*

Overall, the schools which are successful in bringing in the community at school functions and activities means that these schools have the community support even if their own children may not necessarily be studying in the schools. The efforts are towards developing social consciousness that school is a part of their culture and it is necessary to create awareness about the importance of education for children and adults.

The relationship between the school and the community is not limited to organized members of different structures alone viz. SMC, VEC, PTA or MTA, it touches individuals, parents and general members of the community as well.

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Since school is a social institution and caters to the needs of the society, the support of the community is crucial for its growth and success. In many cases, the head teachers of the school have chased to involve the community with them to such an extent that they have come forward to support the school in improving its physical infrastructure viz. additional classroom, cleaning the school compound, fencing the campus etc. like in Sri Lanka, India, Pakistan and Bangladesh. Mothers form an important cog in the wheel of school-community nexus as the teachers discuss with them problems pertaining to enrolment, attendance and nutritional support to children. In case of some successful schools, the head teachers have made it a routine to have daily discussion with the community with regard to the affairs of the school. Like in Pallethalawinna Model School, Sri Lanka, *"Principal has built close relationship with community by providing awareness about the school vision, mission & objectives. Community was involved in the decision making and internal school management. Besides providing all material and technical help, community conduct teachers day, organize healthy clinic, maintain children's park, takes care aesthetic unit, provide equipments for administrative unit, maintain water supply system etc.*

There have been instances of strong school-community relationship where the communities have gone beyond than merely providing occasional and temporary relief to schools and taking part in the day-to-day management of the school. They provide academic support, assistance to teachers and even offer their voluntary service as teachers. In other cases, like in Govt. Primary School, Bangladesh some enterprising head teachers have taken the support of the community for some income generating activities for school like sharing the fishpond. In India, a head teacher has allowed the growth of a vegetable garden in the school compound and the produce is shared by the farming individual and the school, thus also adding revenue to the school's coffer. In Philippines, the head teacher has convinced the community through meetings for supporting the school innovations and carrying out new projects with potential for the improvement of the school.

Some enterprising head teachers have found new avenues in generating resources. For example, a head teacher in Nepal convinced a Canadian citizen to donate substantial money for the school, so was also the case with a Govt. school in Bangladesh that managed to get a donation from a wealthy patron for adding additional rooms for the school. From these examples, it becomes clear that the schools do explore opportunities for resource generation and hold on to it when given an opportunity. In case of Sri Lanka, Old Boys' Association and Old Girls' Association contribute towards the development of school, both in terms of finance and academics. The head teachers/ principals, however, usually use their discretion while accepting their support.

However, it has its own detractors and limitations. The Principal of Boy's School, Colombo, opined that he does not like to have donations from either Old Boys' Association (OBA) or the Community as it is a challenge not to be manipulated by OBA while taking their support. For him, these institutions want to manipulate him like they do in other schools. To quote him: *'OBA wants to control me like elsewhere, I have not taken a cent from them and the community. If I do, then I cannot have my sovereignty. They like to keep me in their hands. I do not work according to their plans. As far as children are concerned, they appreciate my dedication to the school'.*

But this particular head teacher was neither against resource generation nor against initiating new projects for the development of the school. A section head of the same school adds, in the context, 'he is very concerned about generating resources and improving the school by introducing various

activities. His leadership can be explained as entrepreneurial. He gets support from the entire spectrum viz. NGOs, education department, ministry, and industries’.

The relationship between the school and the community is not unilateral rather it is reciprocal. The schools too support the community through their social development projects, which also includes adult literacy as in India, Nepal, Pakistan and Bangladesh. Some schools in Sri Lanka have integrated and initiated larger social development projects that cater to the social awareness campaigns, health campaigns and campaigns for environmental protection. In some cases, the distance between the school and the community has been so narrowed that the schools participate in all social and religious celebrations of village programmes and villagers celebrate the functions of school, adding a new chapter in school-community interaction.

The relationship between the school and the community has not reached such heights in many areas, especially where communities are backward and search for livelihood takes precedence over other activities. The community in these cases has little to do with the school. But the schools have not lost hope and continue to engage the community with interaction by constantly telling them the value of literacy, education etc. The school cannot exist in isolation and the community will never reach its potential without school. Both have to find spaces for each other and must depend on each other to reach their full potential.



## Section VI

### Successful Schools: Schools on the Move

An in-depth and analytical study of the sample schools reveals a very interesting trend from the managerial perspective that needs a thorough understanding and systematic discussion. All the 30 schools discussed as case studies represent a plural and heterogeneous group. Here are some schools, which own a traditional excellence and have continued to test success. But there are also other schools, that have come up to the rank, despite having a troubled past. We have to look at these two categories carefully to reach a conclusion that could have significant theoretical and practical utility.

A glance at the past profile of these newly successful schools shows that these schools have come into reckoning only in the last decade or so. Earlier, these schools were beset with the problem of poor physical infrastructure, low participation, low enrolment, teacher absenteeism, student indiscipline and a host of other problems. But with the change of leadership and a little more help in terms of resources, these school have not only come to the rank but have also achieved the status to be selected as sample schools in their country. This is certainly interesting and noteworthy. But the bigger question is what made such transformation possible!

One can attribute the strategic leadership to the change. First of all, the heads of these schools introduced a changed leadership culture through the system of delegation of task with necessary autonomy among the various stakeholders viz. teachers, students, heads of departments, grade heads etc. Academic supervision, financial, administrative responsibilities were distributed among various sections or department heads, teachers' teams into the various groups, as well to competent individuals. SMCs, VECs, Disciplinary Committees, student monitors, Group captains, Purchase committee etc. were created to share the autonomy and responsibilities. The leadership ceased to be concentrated at a single head. This brought a participatory and collective decision-making culture in the organization. In addition to that, constant improvement in the physical environment and facilitating people to work as a unit became a general feature among these schools. One reason for this could be the management training imparted to these head teachers. Almost all the head teachers have some sort of pre-service and in-service management training that has helped them in applying these techniques in real life and getting acceptability, as well as effecting desired changes. Some of



the head teachers have also undergone specific leadership training programmes, thus making their presence, at the top, less conflictual and more congenial.

This delegation of tasks gave rise to a process of democratisation where decision-making became a collective affair. Further, the delegation of task to the sub-unit level and realization of autonomy at section/department/grade level brought a sense of involvement and participation among various actors creating motivation to succeed among them. This distributional leadership strategy managed to get the task done rather easily, while influencing the people at bottom to realize the source of power at the top and yet motivated them to give their best. However, this has not diminished the power and capability of the legitimate leaders at the top, rather they continue to make vision and mission plans and direct important decisions. This model of leadership has brought both accountability and sustained motivation among stakeholders and has enabled to build the leadership skills in schools, besides fostering the creation of the learning community. Yet, in no way it can be said as the only form of leadership. However, it must be maintained that the entire leadership culture in successful school cannot be categorized as one type, rather there are other varieties as well and leadership changes from context to context. Nor can we attribute success solely to this kind of leadership.

### **Challenges and Problems**

The path to success among the successful schools has not been an easy one, rather it was filled with challenges and hurdles. Some of them have been able to adequately respond to some challenges or at best many. But, still considerable numbers of challenges have remained to be addressed. In the ensuing paragraphs, we have dealt with some of them.

- Most of the primary schools, despite their successful status, continue to function in scarcity. Some have inadequate physical structure and, more importantly suffer from poor teacher-pupil ratio, including among them a prestigious school too. They are successful because of highly motivated and committed teachers. However, there is a serious threat from these schools, especially in case of government schools if the present set of teachers is transferred. They have managed to produce results despite this difficulty. But continuous neglect of this ratio is going to be counter-productive.
- Filling up of vacancies has been a major problem in case of secondary schools. Unless this problem is quickly addressed, the successful schools will have a handful of problems.
- The third most important problem faced by the schools is their lack of choice over the selection and discipline among teachers. Due to this, many schools have problem in managing teachers and are hampered by lack of a proper quality control mechanism. Similarly, lack of adequate physical infrastructure and subject teachers in secondary schools has made the task of successful schools difficult.
- Though teacher absenteeism has not assumed alarming proportions in successful schools, its possibility cannot be overlooked. But, more importantly these schools suffer from the problem

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of teacher substitution, which needs to be seriously looked into.

- Another problem, that afflicts the schools under discussion, is that many schools lack in-house staff development or capacity-building programmes and even those, who have it, consistently crib about its inadequacy. It is very important to constantly update one's knowledge in this changing time and more so in case of school teachers. Hence, the problem of in-house staff development needs to be urgently redressed.
- Autonomy continues to be an issue among head teachers of all sample schools, though they enjoy considerable degree of autonomy in terms of academic aspects. Whatever may be the cause of this complaint, the fact remains that there is no legal autonomy to head teachers though they have larger responsibility thus making them a proverbial scapegoat in every situation. This also has hampered their efficacy as well.
- Needless to add that decentralization of responsibilities and community interaction with the school through SMCs and VECs has been a successful venture and in most cases these structure bodies have been cooperative and helpful in managing the affairs of the school. But a question mark has always remained behind their selection. These bodies are often politically inclined, have vested interest and, in some cases, are packed with illiterate people making it difficult for the head teacher to carry out serious academic agenda. A proper framework for constitution of these important bodies will help in a long way to establish academic excellence.
- Finally, it can be added that though overtly there has been no conflict over the appointment of head teacher and there is apparently no challenge to the authority of head teacher, an undercurrent of dissension and dissatisfaction may also exist when there are senior teachers in the staff and an outside young teacher is imposed on them as the head teacher. Hence, it would be better to take cognizance of these situations so that these skirmishes can be avoided at the first place.

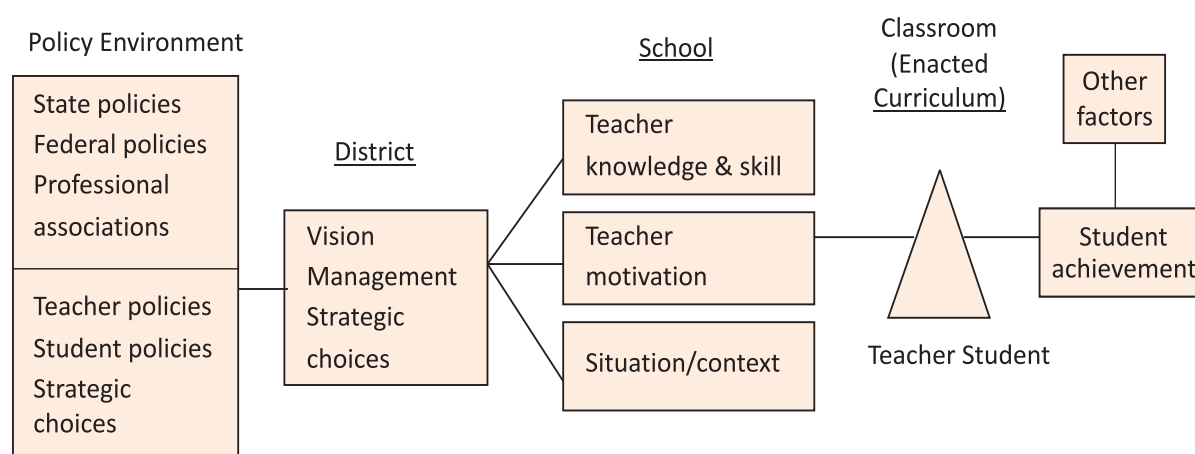
### **Policy Implications**

Policy makers have focused policy in a variety of ways to enhance student learning. These foci include teachers and schools, students, and strategic choices regarding governance and educational approaches. The evidence on the individual impact of these policies on student achievement suggest that they have small but significant impact on student learning. Promising teacher policies include standards and assessment policies (Archbald, 1989), incentives and accountability policies (Kelley, 1999), and teacher pre-service training and licensure policies (Darling Hammond, 1998).<sup>1</sup>

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<sup>1</sup> Jones, Bruce Anthony (ed.), *Educational Leadership, Policy Dimensions in the 21<sup>st</sup> Century*. p.74.

**Figure 6.1: From Policy to Performance**



The study of success of successful schools is not just a theoretical exercise, rather it has important practical value from the perspective of educational management. Though one can find many minor and sub-points with clear policy implication, two parameters come from the discussion as pure and practical ideas.

First, since the head teachers/principals represent the school and are significant for its success, a lot depends on their selection. Usually, they are selected on the basis of age and experience. Though seniority cannot be overlooked, it should not be over-emphasized either, particularly in the selection to a top post in an academic institution. Hence, emphasis must be laid on academic qualifications and managerial skills. Postgraduate qualifications should be made mandatory for the post of principals; besides qualities like risk-taking ability, democratic ethos, empathy, rationality, leadership capabilities and teaching competency need to be taken into account. Though these qualities are difficult to assess in a recruitment board, it is certainly not impossible at least in a managerial world where the skills have been thoroughly quantified.

Secondly, the success of schools is the product of a profound work culture and a feeling of empowerment. Hence, the credit goes to the existence of an ethical culture. But, more often than not, schools institute structures of decentralization rather than imbibing the culture. Hence, they fall into the trap of missing the wood for the tree. The study also reinforces the idea that the culture can be imparted through training, at least to some extent, through capacity-building programmes. We must impart training to aspiring as well as un-trained serving head teachers to make them better administrators and leaders. Therefore, it is important to inculcate values among all the stakeholders, at least among the head teacher and teachers, which can be imbibed through training and exposure. This process will, of course, be slow but it will definitely serve the purpose and sustain itself over a long period of time.

The successful schools demonstrated their capability to deal with problems arising between students and also students and teachers. Though in general the successful schools have good relations among students, there are also some problems among the students in few schools. In case of one of the

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schools in Nepal problems triggered between students even went to the extent of police reporting. However with the help of families, the head teacher was able to solve the issue.

### **Sustaining Success**

The case studies examined in this report focuses on the following strategies adopted by different schools to make it successful:

- Traditionally successful schools are established with high standards to serve selected clientele. These schools sustained their success despite imbalances in facilities through human resource mobilization. This was the case in Pakistan and India where established traditions retained continuity in management strategies.
- Schools aimed to provide quality education through special facilities for selected clientele. In India the reviving quality was crucial in overcoming geographical constraint.
- Build success in scarcity through leadership efforts.
- Building success on failure due to leadership by team building support system, mobilization, as was the case in Philippines Malaysia and Bangladesh.
- Leadership alone made a lot of difference in sustaining success.

The success of a school does not depend on one component but on the best combinations of varied components with context specific devices. The management strategies can be generalized though the success may not be achieved in all the schools with the same strategy. The role of the Headteacher is crucial, but the success of the school rests on the school culture, as it is the base for sustaining the success.

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### List of Institutions participated in Case Study of Successful School

S. No.	Country	Institution	Address
1.	Bangladesh	NAEM	National Academy for Educational Management (NAEM) Ministry of Education, Mirpur Road, Dhanmondi, Dhaka-1205 Bangladesh Fax : (00880 2) 8619 084
		BRAC	Educational Research Unit BRAC Research and Evaluation Division BRAC Centre, 75 Mohakhali Dhaka 1212 Bangladesh Phone: 880-2-9881265 ext- 2707, Fax: 880-2-8823542, Email: nath.sr@brac.net
2.	India	SIEMAT	State Institute of Educational Management & Training (SIEMAT) 25 P.C. Banerjee Road, Allenganj ALLAHABAD, Uttar Pradesh (INDIA) Fax : (0532) 2466722 / 2461129 Email: krishnamohan@vsnl.com
		NCERT	National Council of Educational Research and Training (NCERT) Sri Aurobindo Marg New Delhi - 110 016 (INDIA) Email: directorncert@vsnl.com
3.	Malaysia	IAB	Institut Aminuddin Baki Ministry of Education Malaysia Fax : (0060 3) 6100 5037 / 3161
4.	Nepal	CERID	Research Centre for Educational Innovation and Development (CERID) Tribhuvan University, Balkhu (at the side of TU, O/o the Controller of Exams.), KATHMANDU, Nepal Fax : 00977 1 4261639 Email: hridayab@hotmail.com info@cerid.org cerid@mos.com.np
5.	Pakistan	AKU-IED	The Aga Khan University - Institute for Educational Development (AKU-IED) IED-PDC, 1-5/BVII, F.B. Area Karimabad, P.O. Box 13688 Karachi - 75950 PAKISTAN Fax – 0092 21 6347616 Email: arjumand.habib@aku.edu rafiq.bharwani@aku.edu john.retallick@aku.edu



6.		Philippines	SEAMEO-INNOTECH South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology P.O. Box 207, Commonwealth Avenue, Diliman, Quezon City 1101, Philippines Ph. (632) 926 7900 Fax (632) 928 7694 Email: bennet@seameo-innotech.org flor@seameo-innotech.org gely@seameo-innotech.org debbie@seameo-innotech.org
7.		Sri Lanka	CPDEM-NIE Centre for Professional Development – Education Management (CPDEM) Assistant Director General - National Institute of Education (NIE) Maharagama, SRI LANKA Email: wiljper@eureka.lk wiljper@eol.lk

## List of Schools

S. No.	Country	Institution	School	Management	Rural/Urban
1.	Bangladesh	NAEM	Motijheel Government Boys School, Dhaka	Government	Urban
2.			Uttara School, Dhaka	Aided	Urban
3.			Nayarhat Gano Bidyapith School, Savar, Dhaka	Aided	Urban
4.			Chunarughat D C School, Chunarughat, Habigonj	Aided	Rural
5.		BRAC	Narail Southeast Model Government Primary School, Narail Sadar Upazila, Narail	Government	Rural
6.			Palpur Government Primary School, Godagari Upazila, Rajshahi		
7.			BRAC Narail	Private	Rural
8.			BRAC Haragram	Private	Rural
9.	India	SIEMAT	Primary school Rahamatnagar - Gosaiganj - Block Lucknow	Government	Urban
10.			Primary school Jharokalan - Duddhi - Sonbhadra	Government	Rural
11.			Primary school Padari – Bhojla block - Jhansi	Government	Rural
12.			Maharshi Patanjali Vidya Mandir - Prayag - Allahabad	Private Aided	Rural

13.			Amar Nath Vidya Ashram - Mathura	Private Aided	Urban
14.		NCERT	JNV Gadchiroli	Government	Rural
15.			JNV Kolhapur	Government	Rural
16.			JNV Ernakulum	Government	Rural
17.	Malaysia	IAB	Beringin Primary School	Government	Urban
18.	Nepal	CERID	Viswa Niketan Higher Secondary School, Tripureswar, Kathmandu,	Aided	Urban
19.			Tarun Secondary School, Balaju Kathmandu,	Aided	Urban
20.			Adarsha Saula Yubak Higher Secondary School, Bungmati Lalitpur	Aided	Rural
21.			Devi Secondary School, Tathali, Bhaktapur.	Aided	Rural
22.	Pakistan	AKU-IED	Mountain School	Private	Urban
23.			Central School	Private	Urban
24.			Royal School	Government	Urban
25.	Philippines	SEAMEO-INNOTECH	Pavia Pilot Central Elem. School	Government	Rural
26.			Sta. Ana Central School	Government	Urban
27.	Sri Lanka	CDME-NIE	Meegasthenna Kanishta Vidyalaya. (Sabaragamuwa Province)	Government	Rural
28.			Isipathana Maha Vidyalaya (Western Province)	Government	Urban
29.			Pushpadana Balika Maha Vidyalaya	Government	Urban
30.			Pallathalavinna Model School. (Central Province)	Government	Rural

**The Asian Network of Training and Research Institutions in Educational Planning  
(ANTRIEP: [www.antriep.net](http://www.antriep.net))**

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), which currently brings together 20 Asian institutions from Australia, Bangladesh, China, India, Indonesia, Malaysia, Nepal, Pakistan, the Philippines, South Korea, Sri-Lanka and International Institute of Educational Planning/ UNESCO, Paris. The ANTRIEP offers an innovative answer to the question of how to strengthen national capacities in training and research in educational management. Without capacity-development, policies and programmes to improve the quality of education will have little chance of survival, let alone success. In its fourteen years of existence, the ANTRIEP network has grown to be a concrete and creative example of South-South co-operation.

The overall objective of the network is to create synergy between the participating institutions to enable them to respond better to the growing and increasingly diversified needs for skill development in educational planning and management in the Asian region. The network has organized several high-level policy seminars, its members have collaborated in research and training programmes and the Focal Point – National University of Educational Planning and Administration (NUEPA) publishes a regular bi-annual Newsletter.

***National University of Educational Planning and  
Administration (NUEPA)***

The National University of Educational Planning and Administration (NUEPA), is a premier institution dealing with training, research, and consultancy services in the field of educational planning and administration, both at national and international levels. In addition to its multifarious activities, the University also offers M.Phil., Ph.D., and Post-Doctoral Programmes in educational policy, planning, finance, and administration from a broader inter-disciplinary social science perspective. NUEPA offers National and International Diploma in Educational Planning and Administration for senior educational policy makers, planners, and administrators from India and developing countries. It publishes quarterly *Journal of Educational Planning and Administration* in English; *Pariprekshya* in Hindi; Occasional Papers and Research Study Reports. As a Focal Point, for ANTRIEP NUEPA publishes a bi-annual ANTRIEP Newsletter

For further details please log on to [www.nuepa.org](http://www.nuepa.org).

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