

Role of High-School Teachers in Academic Decision Making Practices: A Comparative Study of Two Provinces of Pakistan

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Abstract

Teachers of high schools play a pivotal role in qualitative improvement and quantitative expansion of education system. This study was designed to explore the current academic decision making practices in high schools of Punjab and Khyber Pakhtunkhwa and to highlight similarities and dissimilarities of academic decision making practices in high schools of Punjab and Khyber Pakhtunkhwa. The data revealed that both the Provinces use same academic decision making for planning objectives, targets setting, design strategies to achieve the objectives, equal distribution of work among staff members, performance appraisal of the staff members, internal and external examinations, developing skills, interest and aptitude among the students, and monitoring the students' activities. It was also found that academic decisions made in secondary schools of both the provinces for supervision of teachers include assigning subjects to teachers according to their professional skills, guidance in selecting relevant material, professional guidance in solving identified problems, evaluating and supervising the teaching methods and planning curricular and co-curricular activities to implement curricula. Results also elicited that community is involved in decision making in both the provinces and legal backup has been given to the community participation, and School Councils have been established in the Punjab province whereas parent-teacher councils have been established in the province of Khyber Pakhtunkhwa.

Keywords: Decision making, Community, High schools

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Introduction

Educational institutions are established to provide educational facilities in the country. Educational leaders, heads of schools, teachers, community members, parents and students all are important stakeholders for educational development. Secondary education is a sub-sector of the education system in Pakistan. Performance of academic management of secondary education is achieving desired objectives of secondary education.

Teachers are supposed to manage all available resources of high schools to impart education to the students, hence present era of information technology has made role of teachers of high schools more complex and crucial than ever before because these days teachers of high schools are facing the challenge of changing scenario of the world in general and secondary education in particular.

Teachers of high schools perform essential dual role while managing the secondary education. On one hand they have to produce middle level workforce for the economy and on the other to provide product for higher education. Due to this role, secondary education teacher has significant importance for the socio-economic development of the country. According to Govt. of Pakistan, NEP, (1998-2010) "The quality of higher education hinges on the quality of secondary education...secondary education is a stage, where a student enters adolescence which is the most crucial stage of life".

In the education system of Pakistan, secondary education is a turning stage as students usually choose the future line of action. Teachers of high schools have to cater for the diversified needs of the individual student so as to enable him/her to select for the future study. In addition, diversification of human beings, their needs and importance of the secondary education has enhanced the importance of teachers of high schools. Consequently, they are supposed to produce manpower that is required in different sectors of the economy. The management of high schools unites the resources to increase the internal and external efficiency of educational institutions to achieve desired output. According to Bateman (2002), "management of high school is the process of working with teaching and non-teaching staff and utilization of available resources to accomplish pre-determined outputs". Therefore, teachers of high schools have to establish strong monitoring and evaluation systems to ensure optimal utilization of available resources at the school level.

Teachers of high schools have to manage the academic matters of the schools in order to bring change in the behavior of the students and transform their skills for overall personality development. Therefore, academic management is responsibility of teachers of high schools by taking academic decision, while performing managerial tasks.

According to Shami and Waqar (2007, p. 24) “academic management is a process, which deals with the academic matters such as development and delivery of curriculum, monitoring classroom activities and creating environment conducive to learning and to improve the quality of education in schools”.

The academic management leads the teachers of educational institutions towards academic decisions making to enhance performance of the students. As Rashid (2009). Narrated that academic decision making practices in high schools deal with planning, coordinating, leading and controlling the resources of an institution in order to achieve some pre-determined goals. Different mechanisms are required to achieve goals of the school. These may include supervision of instruction in classroom, arrangement of curricular and co-curricular activities for proper implementation of curriculum and conducting internal and external examinations for students’ evaluation. The teachers of high schools have to manage all these activities to achieve the desired results. Recognizing the importance of the decision making skills of the teachers it has been emphasized on in-service training in various policies documents. NEP, (1998- 2010, p.46) stated that the teachers of schools are to be trained in good governance, institutional management and supervision for rational decision making to handle institutional matters.

Academic decision making practices are very important in institutional management process. These comprise decisions about academic performance of students, examinations and co-curricular activities. Academic decision making process also deals with the delivery of curriculum. In other words it can be said that academic decision making practices are pivotal in the school. Mukhopadhyay (2005 p. 64) stated that “decisions are based on impressions and perceptions, sometimes on facts and information. The scientific decision-making is identifying the alternatives and picking the right one”. It can be said that the basis of rational decision-making is laid on two parameters i.e. alternatives and conditions that the decision must satisfy.

Hussain (2011) found that teachers of high school plays decisional role by taking various decisions in order to achieve desired objectives. The academic decision making is the prime responsibility of the teachers of high schools for imparting knowledge and skills to the student. Therefore, supervision of students and curriculum management is the responsibility of the teachers of high school.

The academic management is in fact the process of planning, organizing, leading and controlling all the activities in the schools which are related with the academic matters of the schools. This includes curriculum implementation, instruction to proper implementation of curricular and co-curricular activities. The teacher of high school have to manage academic activities of the school. Academic decisions are taken as process which

comprises decisions of curriculum, instruction, examinations and co-curricular activities. According to Shami, (2007, p. 24) academic decision making is a process which deals with the academic matters such as development and delivery of curriculum, conduct of assessment/examination, monitoring classroom activities and creating conducive teaching-learning environment to improve the quality of education in schools/ institutions.

Teachers of school have to organize and control resources so that optimal utilization of the resources can be made. In practice, such matters fall under the umbrella of academic decision making. Mohanty, (1998) defined academic decision making as (i) supervision of instruction (ii) guidance and demonstration of lessons and experiments (iii) evaluation and assessment of students' achievements (v) verifying the proper maintenance of school records, like cumulative records, examination registers progress records etc. (vi) Preparation of instructional material like handbooks, guide books, lesson notes, scheme of lessons and (vii) supervising the organization of co-curricular activities.

Teachers of high schools have to take various academic decisions in order to enhance academic performance of the schools. Govinda (2002) highlighted that "teachers take decisions for maintaining school education programs, student support, parent communication and involvement, school organization, planning, review, personnel facilities, community representation of the school".

Advancement in informational technology and consequently, globalization, has changed scenario of the whole world. Knowledge explosion is prominent feature of present era which created competitive environment for educational institutions. Private sector has tremendous contribution in quantitative expansion and qualitative improvement of education in Pakistan. This challenging task is for teachers of public sector education institution that cannot be accomplished until and unless required academic managerial skills are provided to the teachers of high schools. Govinda, (2002) stated "the teachers play a key role in creating an effective school environment by maintaining working environment and establishing a uniform discipline policy and being supportive to other staff members".

Reddy (2006) stated that the teacher is in a position to affect attitude, social climate, morale, progress, cooperation and direction of efforts in high school. Khan (2003) stated that there is a dire need for intensive management training for the teacher. Unfortunately existing B.Ed or M.Ed curricula do not provide management training to student teachers. Whereas, management skills are required to handle management tasks i.e. planning, organizing, leading, reporting and controlling the resources of high schools. Being the teachers of high schools they have to face management challenges. They need management training to handle manifold managerial matters i.e. institutional, personnel, informational, and students' supervision, arrangement of curricula and co-curricular activities and even classroom management.

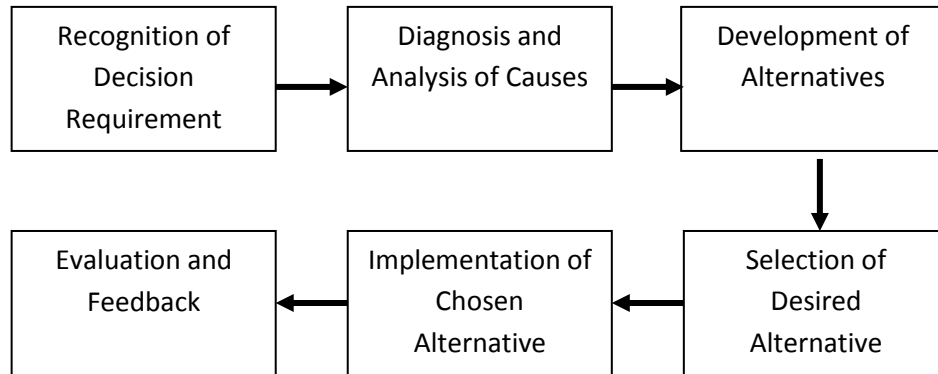
It is the teacher who is ultimately responsible for taking dividends from the available resources. The teacher is responsible for planning, organizing and using resources to the optimum level. Authority and power come with the responsibility. It is the prime responsibility of the government to establish the policies pertaining to school management; only then teachers will be able to perform their duties efficiently. Apart from these; teachers are required to have certain personal skills, competence, and information of planning and decision making.

Teaching learning process involves the use of AV aid and/or related material that needs to be purchased as per government policy and teachers have no role in its purchase. Teachers of high schools are responsible to plan the co-curricular activities in the school for academic year so that proper implementation of the curriculum can be made. Therefore they have to take several decisions in this regard.

The performances of the students are to be evaluated for their promotion from lower grade to upper grade. Therefore teachers of high schools have to take various decisions so that right decisions could be made. The teachers of high schools have to arrange co-curricular activities for the proper implementation of curricula. Therefore, they manage trips, debates competition, games, celebration of Independence Day, celebration of EidMilaad-un-Nabi etc. all these are concerned with academic activities.

According to the International Encyclopedia of Education (1985 p-116) “discipline means that an individual is able to select which appropriate needs will be met in a given time”. Whereas, Stoop (1981) cited Webster which defined discipline “to develop by instruction and exercise, to train in self-control or obedience to given standards upon which school teachers must take decisions in setting up needed standards for the school and in making those standards known to all concerned”. The teacher of institution takes responsibility for helping students in growing and improving in self-control. This process is developed by given instruction for achieving greater learning.

The solution of each problem whether related to managing the students’ unrest or administrating routine operations, lies in a systematic process of selecting a course of action which the decision maker thinks is most appropriate alternative at hand. The solution to each problem is inherited in decision making. Decision making is pervasive in all the management function. Decision making process can be understood from figure.



Source: Adapted from (Daft, 2003, p.281)

Decision making is choosing the best solution among given alternatives. Shami and Waqar (2007) defined the process of decision making such as, categorizing an issue, highlighting decision criterion, weight age to criterion, making substitutes, examining substitutes, picking best suitable alternative, applying the alternatives and assessing decision efficacy.

Whereas Daft (2003) stated that decision making process consist of the following six steps.

- i) **Define the problems;** (a) the process of decision making is started with the problem identification. What is problem which needs to be solved? (b) Impractical approach of giving correct answer to the wrong question (c) Describing and/or stating a problem requires a lot of efforts and time in the beginning but saves time at the later stages of decision making process.
- ii) **Analyze the problem;** the issue in hand is properly examined and related strategies pertaining to the problem are streamlined to be executed in the later stages of decision making.
- iii) **Develop alternatives;** it is of prime importance to develop alternatives for the decision making as planning cannot be relied on one resource; it requires different alternatives in case of failure of the one.
- iv) **Evaluate Alternatives;** after creating alternatives it is also significant to analyze those alternatives as to what extent those alternatives have the potential to reach to its natural conclusion and achieve the desired objectives.

- v) **Select an alternative;** when it is time to select an alternative one must possess the academic guess or feeling that is required to select the best among the available alternatives.
- vi) **Implementation of decision;** decision is not evident as long as it is not implemented in action and required results are achieved. For this effective and efficient communication among the concerned are required to take the decision to its natural conclusion. Committed and relevant personnel are required to be involved in the process.
- vii) **Follow up and check results;** the most important step is the follow-up activity. Mostly this step is not given the proper attention and the results are not sustained for a longer period. Proper follow-up can save failure of result-oriented decision.

Importance of Decision making

It is believed to say that decision settles and dismisses the process; however, the ending point of one process can be viewed as the starting point of another. Everybody decides about his affairs as which type of school should be selected, what to choose as profession, what sort of job is to take. Everyone wishes to make good decisions and a good decision is a major concern of ethics because without being aware of goodness, one cannot conceive a good decision. Many philosophers agreed that good is a relative term and generally it implies what a particular person wants, chooses and wishes to achieve.

Draft (2003) Goodness of a decision would be measured by the extent to which its results satisfy the decision maker's objectives. It also solves the problem that why decision must be taken. It is obvious that the decision-maker wants to achieve some purposes, or there is some state of affairs, which wishes to achieve. The decision maker will choose an action which he believes will help him most to obtain his objectives.

This is also a hard fact that we do not always achieve our objectives despite our best efforts. The reason is obvious that certain factors that affect the achievement of objectives are either out of control of decision maker or the course of action has been wrongly chosen. These factors which relate to why what, when and how are the problems of decision making which must be dealt with. Finally any administrator is assessed or evaluated in terms of his success in making good decision.

As a matter of fact decisions do not occur as discrete and isolated activities. Creating effective decisions depends on determining good alternatives and select best course of action. Shami and Hussain (2005) discussed some common barriers to make good decisions such as i) lack of understanding of conducting required for cooperative

effort (ii) unwillingness to accept the situation as it is and set the priorities of task (iii) inadequate open discussion on issues (iv) Delay in analyzing the situation and decision making (v) Lack of consensus on matters. (vi) Lack of participation of pressure groups like unions and associations (vii) Lack of predicting the outcomes of various alternative and (viii) Inability to see the immediate problem in the perspective of objectives.

There are various types of decisions in the educational institution. Dale and Iles (1995) classified decisions under five headings: i) decisions which are of routine; ii) decisions which affect several areas; iii) decisions where uncertainty is a factor; iv) decisions where uncertainty is a dominant factors; and v) Decisions, policies and strategies.

High schools are established to enroll students of elementary schools, who want to continue their further education i.e. secondary education. The teachers of high schools are responsible to manage curricular and co-curricular activities in the schools, by utilizing available resources to enhance performance of students. Therefore, teachers play a vital role in the qualitative improvement of an educational institution. Being teachers they are supposed to handle academic matters of the schools. The purpose of teachers is to impart knowledge and skills to the students for this they have to make academic decisions. Therefore, academic decisions are a very important task of teachers, because all curricular and co-curricular activities are affected by these decisions. This research was designed to explore role of high school teachers in academic decision making practices of Punjab and Khyber Pakhtunkhwa.

Objectives of the study

The following were the objectives of the study

1. To explore current academic decision making practices of teachers in public sector high schools of Punjab
2. To explore current academic decision making practices of teachers in public sector high schools of Khyber Pakhtunkhwa.
3. To highlight similarities and dissimilarities of academic decision making practices of teachers in public sector high schools of Punjab and Khyber Pakhtunkhwa.

Research Methodology

The study was designed to explore the academic decision making practices in high schools of Punjab and Khyber Pakhtunkhwa. Survey method was used to collect the data regarding the attainment of the objectives.

The population of the study comprised all teachers in three districts of Punjab and three districts of Khyber Pakhtunkhwa. Simple random sampling technique was used to select the sample of the study. A total number of 48 (0.4%) (Both genders) of public sector high schools were selected from three districts of Punjab and 48 (1.2%) (Both genders) of public sector high schools were selected from three districts of Khyber Pakhtunkhwa for this study.

The scope of the study was narrowed down only to the teachers of Public Sector High Schools. The reason for not selecting the private sector schools was one-man-show (owner) in the private schools. The teachers are not involved in academic decision making practices and the role of government policies and not applicable in private sector.

Research Instrument

The data were collected through closed-ended questionnaire, which was self designed with 31 items that solicited the respondents to respond on 5-point likert-type scale. The questionnaire items were designed keeping in view the objectives of the study. Questionnaire was pilot tested on 10 teachers (5 male and 5 female) that were not included in the sample. Reliability of research instrument was calculated by Cronbach's Alpha, which was calculated as 0.70.

Data analysis and its interpretation

The study focused at exploring the academic decision making practices in high schools of Punjab and Khyber Pakhtunkhwa, provinces of Pakistan. The data were collected with furnishing a close-ended questionnaire and later analyzed by using t-test and was further explained with the help of tables and discussion.

Table 1*Academic decision making regarding overall management*

S#	Statements	Province	N	\bar{x}	SD	t
1.	Academic decisions are made for planning objectives for the institution	Punjab	48	4.00	0.62	1.27
		KP	48	3.17	0.66	
2.	Academic decisions are made for setting targets for academic year	Punjab	48	3.63	1.04	0.663
		KP	48	3.48	1.11	
3.	Academic decisions are used for designing strategy to achieve the objectives	Punjab	48	4.00	0.62	1.27
		KP	48	3.17	0.66	
4.	Academic decision making are used for equal distribution of work among staff members	Punjab	48	3.25	0.98	0.276
		KP	48	3.31	1.22	
5	Academic decisions are made for performance appraisal of the staff as per assigned tasks	Punjab	48	3.19	0.98	0.288
		KP	48	3.25	1.14	

Significance level = $p > 0.05$ $df = 94$

The data presented in Table 1 indicates that the calculated t value was from 0.276 to 1.27 which is less than table value 1.98 at 0.05 level. This shows that there is no statistically significant difference in the opinion of teachers of high schools of Punjab and Khyber Pakhtunkhwa. It means that similar academic decision making practices are being made in handling general management of secondary schools in both the provinces. In both the provinces academic decisions are made setting targets, designing strategy to achieve objectives, equal distribution of work and performance appraisal of staff members

Table 2*Academic decision practices regarding supervision of students*

S#	Statements	Province	N	\bar{x}	SD	t
1.	Academic decisions are used for academic guidance and counseling to students	Punjab	48	3.46	0.82	2.04
		KP	48	3.83	0.98	
2.	Academic decision making is used for organizing and coordinating (internal and external) examinations	Punjab	48	3.63	1.04	0.663
		KP	48	3.48	1.11	
3.	Academic decision making is used for developing skills, interest & aptitudes among students in classroom activities.	Punjab	48	3.35	1.21	1.809
		KP	48	3.75	0.91	
4.	Academic decisions are made for monitoring students' activities as per curriculum requirements.	Punjab	48	3.92	0.85	2.87
		KP	48	3.35	1.06	
5	Decisions are made for physical punishment to students in case of violation of rules	Punjab	48	3.31	1.12	0.35
		KP	48	3.39	1.23	

The data placed in Table 2 illustrates that statistically significant difference in the opinion of teachers of high schools of the Provinces was found regarding academic guidance and counseling to students and monitoring students' activities as per curriculum requirements. As the calculated t value of these two statements was 2.04 and 2.78 respectively which are greater than table value 1.98 at 0.05 levels? On the contrary, data of the above table indicates that there is no statistically significant difference in the opinion of teachers of high schools of Punjab and Khyber Pakhtunkhwa regarding organizing and coordinating (internal and external) examinations, developing skills, interest and aptitudes among students in classroom activities, and physical punishment to students in case of violation of rules.

Table 3

Academic decision practices regarding supervision of teachers

S#	Statements	Province	N	\bar{x}	SD	t
1.	Academic decisions are made for assigning subjects to teachers according to their professional skills.	Punjab	48	3.38	1.00	0.102
		KP	48	3.40	1.01	
2.	Academic decisions are made for providing guidance in selecting relevant material.	Punjab	48	3.63	0.73	0.215
		KP	48	3.58	1.13	
3.	Academic decisions are made for providing professional guidance in solving identified problems.	Punjab	48	3.46	1.15	0.538
		KP	48	3.58	1.13	
4.	Academic decisions are made for evaluating and supervising the teaching methods of teachers.	Punjab	48	3.54	0.85	0.519
		KP	48	3.65	1.10	

The data put in Table 3 indicates that calculated t value was found between ranges of 0.102 to 0.538 which is less than table value 1.98 at 0.05 level. This shows that there is no statistically significant difference in the opinion of teachers of high schools of Khyber Pakhtunkhwa and Punjab regarding supervision of teachers. It means that similar academic decisions are made in both the provinces in secondary schools for supervision of teacher which include, assigning subjects to teachers according to their professional skills, guidance in selecting relevant material, professional guidance in solving identified problems and evaluating and supervising the teaching methods.

Table 4*Supervision of curricular and co-curricular activities*

S#	Statements	Province	N	\bar{x}	SD	t
1.	Academic decisions are made for planning curricular and co-curricular activities to implement curricula.	Punjab	48	3.60	0.84	0.562
		KP	48	3.50	0.97	
2.	Academic decisions are made for designing techniques to draw up an effective timetable for these activities.	Punjab	48	3.42	0.92	0.438
		KP	48	3.50	0.94	
3.	Curricular activities are designed to enhance academic performance of the students.	Punjab	48	3.73	0.89	0.686
		KP	48	3.60	0.89	
4.	Academic decisions are made to review the academic program about various activities.	Punjab	48	4.02	1.03	2.5
		KP	48	3.58	0.58	
5.	Academic decisions are used in method of curriculum evaluation.	Punjab	48	4.08	0.58	4.2
		KP	48	3.33	1.08	

Significance level = $p > 0.05$

The data mentioned in Table-4 depicts that calculated t value was between range of 2.5 and 4.2 respectively regarding the review the academic program and method of curriculum evaluation which are greater than table value 1.98 at 0.05 level. This shows that there is statistically significant difference in the opinion of teachers of high schools of Khyber Pakhtunkhwa and Punjab for supervision of planning curricular and co-curricular activities to implement curricula. Data further shows that no statically significant difference was found regarding planning curricular and co-curricular activities to implement curricula, designing techniques to draw up an effective timetable for these activities and designing activities to enhance academic performance of the students. As calculated t value of these statements was found less than table value 1.98 at 0.05 level.

Table 5*Evaluation and assessment of student's achievements*

S#	Statements	Province	N	\bar{x}	SD	t
1	Academic decisions are made for effective evaluation of the students.	Punjab	48	3.67	0.81	0.613
		KP	48	3.77	0.86	
2	Academic decisions are used to assess the performance of teachers as well as students.	Punjab	48	3.69	0.93	0.307
		KP	48	3.63	1.06	
3	Decisions are made to enhance students' achievement.	Punjab	48	3.85	0.85	0.36
		KP	48	3.79	0.85	
4	Academic decisions are used to design method for curriculum evaluation.	Punjab	48	3.83	0.56	0.42
		KP	48	3.77	0.86	

The data in Table-5 indicates that there is no statistically significant difference in the opinion of teachers of high schools of the provinces regarding evaluation and assessment of student's achievements as calculated values were found less than table value 1.98 at 0.05 level. This shows that similar academic decisions are made to evaluate and assess the performance of that students at secondary schools level in both the provinces. Academic decisions are made for effective evaluation of the students, assessing the performance of teachers as well as students, to enhance students' achievement and designing method for curriculum evaluation.

Table 6*Decision making for community participation*

S#	Statements	Province	N	\bar{x}	SD	t
1.	Academic decisions are made for establishing good relations with parents and the community.	Punjab	48	3.19	1.02	2.51
		KP	48	3.69	0.93	
2	Involvement of parents while academic decision making.	Punjab	48	4.02	1.03	2.5
		KP	48	3.58	0.58	
3	Positive attitude of parents towards educational institution	Punjab	48	4.08	0.58	4.2
		KP	48	3.33	1.08	

The data presented in Table-6 depicts that calculated t value was found between the range of 2.51 and 4.2 which is greater than tabulation value 1.98 at 0.05 level. This shows that there is statistically significant difference in the opinion of teachers of high schools regarding decision making for community participation at secondary schools level in both the provinces. It is fact that environment and provision of educational facilities and behaviors of the communities in the localities are different. Therefore, managements have to take decisions considering the local scenario in both the Provinces.

Table 7*Role of school council/PTA in academic decision making at school level*

S#	Statements	Province	N	\bar{x}	SD	t
1	School council help in identification of educational needs of community.	Punjab	48	3.58	0.82	1.39
		KP	48	3.31	1.08	
2	School council monitor the preparation and completion of development projects	Punjab	48	3.56	0.79	0.82
		KP	48	3.39	1.14	
3	School council/PTA assists in improving the academic performance of the students	Punjab	48	3.77	0.86	1.44
		KP	48	3.48	1.11	
4.	School council help in use of funds(FTF or any other)	Punjab	48	3.67	0.75	0.256
		KP	48	3.6	0.84	

The data in Table-7 indicates that calculated t value was found less than table value of 1.98 at 0.05 level regarding role of School Council and its involvement in decision making at school level. This shows that there is no statistically significant difference in the opinion of teachers of high schools of both the provinces. It means that similar academic decision are made to handle the matters related with School Council/PTA such as identification of educational needs of the community, monitoring and preparation of development projects, improving the performance of the students and utilization of school funds.

Findings

Based on data interpretation and outcome of the study, following findings are drawn:

Current academic decision making practices in Punjab and KPK were almost the same. The teachers planned objectives and fixed targets for the academic year. They also designed strategy to achieve objectives in their schools. Academic decisions were made for equal distribution of work among staff members, and for performance appraisal of the staff members.

Teachers organized, and coordinated (internal and external) examinations. They also made decisions for developing skill, interest and aptitude among students in classroom activities. Moreover, decisions are made for physical punishment to students in case of violation of rules. Academic decisions were made regarding demonstration of lessons, and experiments. This includes maintaining productive educational environment, demonstration of lesson in the classroom, monitoring a teacher's experimental demonstration in labs. Academic decisions were made for assessing the performance of teachers as well as students, academic decisions enhances student achievement, academic decision making was also used to design method for curriculum evaluation. Head masters/mistresses made decisions regarding weekly tests, monthly tests, quizzes, and annual examinations for evaluation and assessment of student achievements were taken.

Conclusion

The management of the high school is responsibility of the teachers. Therefore, teachers of the provinces were requested for providing information about over all general management. Teachers of both provinces academic decision making about planning objectives for the institutions, they also set targets for the academic year. They design strategy to achieve the objectives, equal distribution of work among staff members. High school of both the provinces takes academic decision for performance appraisal of the staff members as per assigned tasks. It can be concluded that similar academic decision making practices are being applied for managing the managerial tasks.

As far as supervision of students is concerned, there was statistical difference of the opinion of teachers of both the provinces regarding guidance and counseling of the students. It is quite possible that some teachers pay more attention as the guiding of the students and some may pay less attention. Similarly, there was difference of opinion of teachers of both the high schools regarding monitoring students' activities as per curriculum requirements. Teachers of high schools monitor the students; it is quite possible that in Punjab Province or KPK teachers have defined their own parameters to monitor the students.

Similar academic decision making practices were made to handle the matters regarding internal and external examinations, developing skills, interest and aptitude among the students, monitoring the students' activities. This finding led the researcher to conclude that almost similar academic decisions were being made in both the provinces to manage the matters of students in high schools. Teachers of high schools have to supervise the students to enhance their academic performance. The research shows that similar academic decisions were made in both the provinces in high schools for selecting relevant material, professional guidance in solving identified problems and evaluating and supervising the teaching methods.

There is statistically significant difference in the opinion of teachers of high schools of Khyber Pakhtunkhwa and Punjab for supervision of planning curricular and co-curricular activities to implement curricula. It is quite possible that in both the provinces teachers design curricular and co-curricular activities according to the local environment and geographical conditions at provincial and district level. Similar academic decisions were made to evaluate and assess the performance of the students at secondary schools level in both provinces. This indicates that efforts were made to enhance quality of education in both provinces as these academic decisions are being taken regarding effective evaluation of the students, assessing the performance of students, to enhance students' achievement and designing method for curriculum evaluation.

Community participation is important for the development of education. The teachers in both the provinces involve the local community in decision making so that problems may be solved at schools level with the consent of all the concerned, consequently educational development can be made in the country without any hindrance. Similarly it is fact that every individual cannot be involved in the matters of the schools there must be some organized efforts so that smooth functions of the schools cannot be disturbed. In both the provinces legal backup has been given to the community participation and School Councils have been established in the Punjab and Khyber Pakhtunkhwa.

The research indicates some variation in the composition of this council but in both the provinces councils play role regarding identification of educational needs of the community, monitoring and preparation of development projects, improving the performance of the students. There is no statistically significant difference in the current academic decision making practices in high schools of Punjab and Khyber Pakhtunkhwa.

Recommendations

On the basis of findings of the study, following recommendations are made:

1. Co-curricular activities play vital role in mental and physical development of a student.
2. Less emphasis is given to variety of co-curricular activities due to lack of funds and resources, so more funds may be generated so that variety of co-curricular activities could be arranged for mental and physical development of a student.
3. Keeping in view recommendations of National Educational Policy (1998-2010) the teachers of schools are to be trained in good governance, institutional management and supervision for rational decision making.
4. Academic decision making is very essential component of management and supervision, which can be made more effective and rational by providing training in management to high schools teachers.

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