

Comparison Of Teaching And Management Cadres Deos Regarding Financial Management In Pakistan

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Abstract

It was a descriptive (survey) study. The population of the study consisted of All Secondary and Higher Secondary Schools. All School Heads (Head Masters and Principals) were the target population as well as the sample of the study as per John Curry's sample size rule of thumb in which the total numbers of secondary school Heads were 84 (56 boys and 28 girls schools), Likewise, the total numbers of Higher Secondary School Heads were 16 (14 boys and 02 girls schools) respectively. Simple random sampling technique was used. Data were collected through self-developed questionnaires on 5-point Likert Scale with options Strongly Agree to Strongly Disagree. The validity and reliability of the research instrument were ensured. The gathered data were statistically analyzed through SPSS by using Statistical Mean, Standard Deviation and t-test for comparison. Findings, results and conclusions were drawn by revealing that Management Cadre DEOs' performance was comparatively found better than Teaching Cadre DEOs. Some recommendations were suggested by citing that the government, education department, policy and decision-makers etc. may improve and polish teaching Cadre DEOs while Management Cadre DEOs may maintain their performance better and successful to ensure the quality of education in all perspectives.

Keywords: Teaching Cadre DEOs, Management Cadre DEOs, Financial Management, Pakistan.

Introduction

Kimani (2011) found that educational management is usually the implementation of management principles in the educational field including the application of theory and practice to promote and enhance quality education in a true spirit. Education is the only way through which national prosperity, development and positive social changes can be ensured, in this regard, seeking knowledge is obligatory upon every Muslim man and woman to keep safe and protect the society from all those activities which criminal approach, conflicts, war, sins, prejudice,

awkwardness, and other evils are encouraged and promoted. According to NEP (2009), one can attain the desired objectives more easily through effective educational management and efficient planning in which District Education Officials especially DEOs can play their effective and significant roles for the purpose to ensure the quality and standard of education without any political involvement and encroachment in it for which the most important criteria to adopt is the concept of right person for the right job. The educational management system is divided into two cadres in Khyber Pakhtunkhwa Pakistan: a)

Teaching Cadre and b) Management Cadre. Teaching Cadre DEOs are recruited by E & SE Department, KP form Principals for the period of better performance whereas Management Cadre DEOs selected via KP PSSC are promoted from KP PSSC selected DDEOs on regular basis. The KP Govt. separated the management cadre from the teaching cadre in E & SE Department after the 18th amendment quite earlier, for they lacked financial and management skills mandatory for the development of any organization.

Anees (2006) found that education is a long time process while life is itself very rich with multi-experiences in which growth and development are highly essential to attain the desired target or objectives including physical, mental, social, spiritual and emotional capabilities that are possible merely through better and quality education. Pervaiz (2010) asserted that education has a significant and effective role in the development of one's personality and even the whole nation. The concept of equity or justice, tolerance, cooperation, sympathy, affection, positive feelings, respect and love can be truly fulfilled through quality education and better schooling. Certo (2003) narrated that management plays an effective role in the qualitative as well as quantitative improvement of any institution/organization. The term management is also used for the individuals or persons who give direction and guidance to all those personnel to promote and develop the organization where they work.

Choudhury (2001) mentioned that attitudes, learning values, skills, and achievements are easily attained through quality educational management by using possible resources. Shami, Hussain, and Waqar (2007) pointed out that an effective environment is maintained via a successful management system in which academic activities like curriculum, monitoring school, examination system, teaching-learning

activities, provision of adequate feedback to teachers, and better evaluation etc. to ensure quality education by producing the best and talented leaders.

Literature Review

According to the Government of Pakistan (1970), in NEP 1970, the functions of educational administration and management in all educational institutions are to encourage the community to participate along with financial/administrative autonomy as well as academic freedom needed by the educational institutions to ensure its development while the Government of Pakistan (1979) elaborated that all the key posts of educational administration may be managed by the well-qualified educators having years of experiences by running all educational institutions under effective management and supervision. In the light of (NEP, 1992-2002), the administrative and managerial skills of educational personnel may be enhanced and developed via professional training to train them in educational administration by teaching them new and latest techniques and methods to adopt.

From the perspective of the Government of Pakistan (1992), district-level management may be promoted and developed by linking with the local community. The academy providing skills and knowledge regarding educational management and planning may be further supported and encouraged and to enable by expanding its training programs to the provincial level. Moreover, NEP (2009), states that professional standards and expertise are the demands of educational management on a priority basis for which the traditional policymakers at ministries/head teachers are either untrained or not prepared while at the institutional level, planning also takes time away from teaching responsibilities. According to the policy, most of the people occupying

management positions are not well trained in Pakistan. In this regard, specified training along with the requirements of qualification is mandatory to introduce.

According to Khan et al., (2016), in a cadre, people are qualified, trained and professional in a profession to train and lead others for the purpose to achieve the goals of any organization or institution whereas a management cadre is a group of employees' strategizing/ learning the management protocol or managers are the professional carrying forward the aims and objectives of the organization with their knowledge, skills and experience. They are accountable to do the assigned activities and responsibilities under the organizational vision and goals. Tein and Martin (2003) asserted that the duties of DEOs regarding finance are: (a). Supervised and monitor the process of budget preparation (Recurrent & Development) by the DDEO and SDEO. (b). Checking the budget proposals submitted by the DDEO and SDEO, compare them with the budget from the previous year and submit the same to the Director E&SED. (c). Providing copies of the budget released to DDOs after receipt from the Provincial Government. (d). Monitoring budget utilization and flow of expenditure throughout the year, and ensuring that expenditure does not exceed the sanctioned amount and that it is being incurred on the items for which the amount has been provided in the budget. (e). Checking the first and second lists of excess and surrender, supplementary budget, and modified grants and submitting the same to the Director E&SED. (f). Checking SNEs submitted by the Deputy District Education Officer and Sub District Education Officers to ensure that items shown are correct and forward the same to the Director of Elementary and Secondary Education Department. (g). Ensuring that DDEO and SDEOs have reconciled the expenditures with the District Accounts Office, countersigned and forwarded in the consolidated

form to the Director E&SED. (h). Sanction Travelling Allowance (TA/DA), Medical Reimbursement Charges (MRC), GPF, GI bills and other reimbursements/advances for district officials and officers, as per powers delegated to DEOs or forward the same to the next level in case approval from the E&SE Department is required.

Arif (2008) narrated that check pay, abstract contingent (A/C), detailed contingent (D/C), scholarship bills and all other necessary bills, cash books, and stock registers of all concerned offices are highly essential to be maintained correctly. Likewise, purchases may be made promptly and by procurement rules. Advertisements for the purchase of stores need to be properly prepared and all conditions fulfilled. Wide publicity for advertisements as per rules through Information and Public Relations Department may be ensured. The function of the purchase and inspection committee at the district level may also be ensured. Comparative statements and inspection reports are important to prepare. Execute agreement deeds with suppliers and ensure that clauses of agreements are complete in all respect. Entry of all stocks procured in the relevant stock registers at the district level may also be ensured at all angles. Ensuring the distribution of stock among offices and institutions for which it is purchased and also that necessary entries are made in relevant stock registers. Payments to suppliers after detailed inspection of stores and satisfactory completion of supplies as per specifications/agreement are all quite essential.

Mathur (2005) explained that ensure the collection and distribution of textbooks to all the government institutions in the district, and it is very significant to prepare, re-conciliate and submit the Statement of Expenditures (SOEs), and receipt statements to the Director E & SED on monthly basis along with submission of

quarterly and yearly statements. Coordinate with C&W Department for the auction of damaged/dangerous buildings and disposal of unserviceable/redundant articles. Deposit the sales proceeding in the government treasury. Check and sign cases of investigation of arrear claims submitted by the DDEO, SDEOs as well as other DDOs as per rules. Robbins (2001) described that it's very effective and important to provide budget and rent payment for buildings rented for official purposes after completion of all codal formalities and approval of the Competent Authority. A sufficient budget may be allocated for payment of utility bills for schools and offices where payment is made, and a record of payment is maintained. Facilitate regular internal audits as per requirement.

Objectives of the Study

The study objectives are:

1. To know the perception of school heads regarding the financial management of Teaching Cadre District Education Officers in district Lakki Marwat.
2. To know the perception of school heads regarding the financial management of Management Cadre District Education Officers in district Lakki Marwat
3. To compare the perception of school heads regarding the financial management of Teaching and Management Cadre District Education Officers in district Lakki Marwat.
4. To compare the working behaviors of Teaching and Management Cadre District Education Officers regarding financial management in district Lakki Marwat.

Research Hypotheses of the Study

1. There is no significant difference between perception of school heads regarding the financial management of Teaching and Management Cadre District Education Officers in district Lakki Marwat.
2. There is no significant difference between the working behaviors of Teaching and Management Cadre District Education Officers regarding financial management in district Lakki Marwat.

Research Methodology

The study was descriptive (survey) in nature. All Secondary and Higher Secondary Schools in District Lakki Marwat were the populations of the study in which all heads (Head Masters and Principals) (N = 100) respondents were the target population of the study. The entire population was taken as a sample of the study by applying John Curry's sample size rule of thumb in which the total number of secondary schools was 84 (56 boys schools and 28 girls schools), Likewise, the total number of higher secondary schools were 16 (14 boys schools and 02 girls schools) as shown in the table below represents both target population and samples of the study as per John Curry sample size rule of thumb. Simple random sampling technique was used. Data were collected through self-developed questionnaires on 5-point Liker Scale with options Strongly Agree to Strongly Disagree. The validity and reliability of the research instrument were ensured. The gathered data were statistically analyzed through SPSS by using Statistical Mean, Standard Deviation and t-test for comparison.

Table 1: Target Population and Sample of the Study

Schools	Gender		Sub Total	N
	Boys	Girls		
Secondary Schools	56	28	84	100
Higher Secondary Schools	14	02	16	

Source: District Education Office Lakki Marwat

John Curry Sample size rule of Thumb:

Population	Sample Size
01-100	100% (Sample size falling in this category)
101-1000	10%
1001 -5000	5%
5001-10000	3%
10000 +	1%

Delimitation of the Study

The study was delimited to District Education Officers of Teaching and Management cadres in

District Lakki Marwat, Khyber Pakhtunkhwa, Pakistan.

Results

Table 2 Perception of School Heads Regarding the Financial Management of Teaching Cadre District Education Officers

S.No	Statement	Responses in Percentage					Mean	S.D
		SDA	DA	UD	A	SA		
1.	DEOs ensure the supervision of budget preparation.	00	27	11	45	17	3.52	1.068
2.	Monitor school budget.	00	12	09	59	20	3.87	0.87219
3.	Check the budget proposals submitted by the DDOs.	05	28	14	47	06	3.21	1.07586
4.	Compares the budget proposals with the previous year.	06	21	16	52	05	3.29	1.04731
5.	Sanctions TA/DA, MRC, GPF and GI bills relevant to them.	00	34	00	60	06	3.38	1.02277
6.	Check pay, A/C, D/C, budget proposals and all other necessary bills etc.	00	42	05	47	06	3.17	1.05462
7.	Ensures distribution of stock among offices and schools.	00	19	11	58	12	3.63	0.92829
8.	Ensure the collection and distribution of textbooks to all government schools.	00	17	11	55	17	3.72	0.94367
9.	Makes the internal audit system functional.	00	10	11	60	19	3.88	0.83218
	Total Average	01	23	10	54	12		

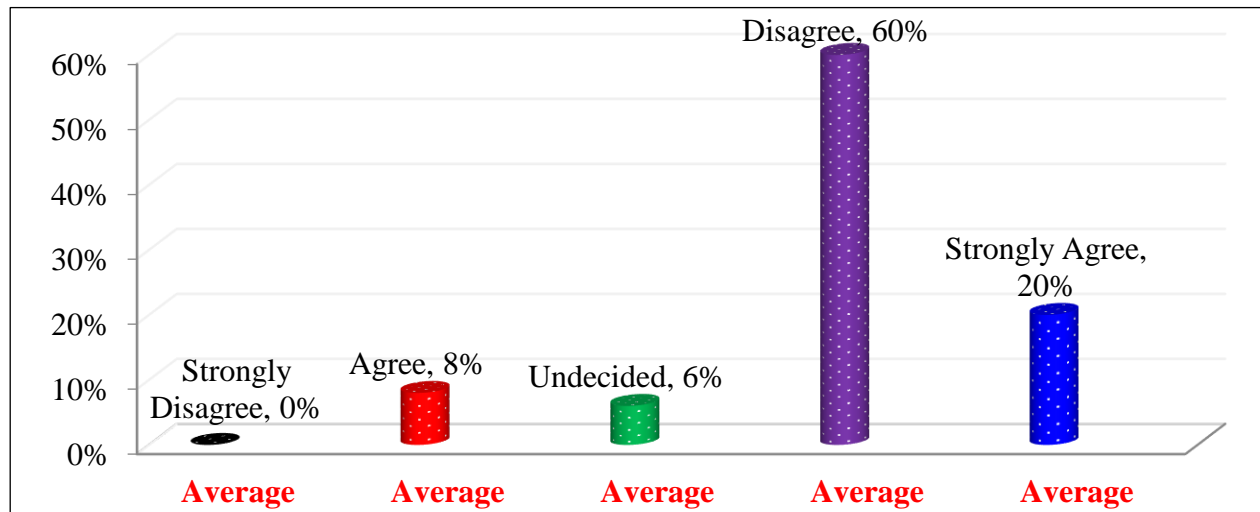


Figure 2: Financial Management of Teaching Cadre District Education Officers

Table 2 along with the graph indicates that 27 respondents are “Disagree”, 11 are “Undecided”, 45 are “Agree” and 17 are “Strongly Agree” with the statement (DEOs ensure the supervision of budget preparation) having a Mean Score “3.52” and S.D “1.06” which shows that more respondents agree that DEO ensures the supervision of budget preparation. Percentage of the “Disagree”, “Undecided”, “Agree” and “Strongly agree” respondents with the statement (Monitor school budget) are 12, 09, 59 and 20 respectively with a Mean Score of “3.87” and S.D “0.87219” which indicates that more respondents agree that DEO monitor school budget. 05 respondents are “Strongly disagree”, 28 are “Disagree” 14 are “Undecided” with the statement (Check the budget proposals submitted by the DDOs) while 47 are “Agree” and 06 are “Strongly Agree” with the same statement indicating Mean score 3.21 and S.D “1.07586”. With the statement (Compares the budget proposals with the previous year) 06 respondents are “Strongly disagree”, 21 are “Disagree”, 16 are “Undecided”, 52 are “Agree” and 05 are

“Strongly Agree” with Mean Score “3.29” and S.D “1.04731”. In the same table, 34 respondents “Disagree” with the statement (Sanctions TA/DA, MRC, GPF and GI bills relevant to them) while 60 are “Agree” and 06 are “Strongly Agree” with the same statement indicating Mean score 3.38 and S.D “1.02277”. 42 respondents are “Disagree”, 05 are “Undecided”, 47 are “Agree” and 06 are “Strongly Agree” with the statement (Check pay, A/C, D/C, budget proposals and all other necessary bills etc.) having a Mean Score “3.17” and S.D “1.05462”. With the statement (Ensure collection and distribution of textbooks to all the government schools) 17 respondents are “Disagree”, 11 are “Undecided”, 55 are “Agree” and 17 are “Strongly Agree” having a Mean Score of “3.72” and S.D “0.94367”. The percentage of the “Disagree”, “Undecided”, “Agree” and “Strongly agree” respondents with the statement (Makes internal audit system functional) are 10, 11, 60 and 19 respectively with Mean Score “3.88” and S.D “0.83218”.

Table 3 Perception of School Heads Regarding the Financial Management of Management Cadre District Education Officers

S.No	Statement	Response in Percentage					Mean	S.D
		SDA	DA	UD	A	SA		
1.	DEOs ensure the supervision of budget preparation.	00	11	05	62	22	3.95	0.84537
2.	Monitor school budget.	00	13	00	75	12	3.86	0.79162
3.	Check the budget proposals submitted by the DDOs.	00	00	00	64	36	4.36	0.48242
4.	Sanctions TA/DA, MRC, GPF and GI bills relevant to them.	00	20	00	53	27	3.87	1.03138
5.	Sanctions TA/DA, MRC, GPF and GI bills relevant to them.	00	13	00	53	34	4.08	0.92856
6.	Check pay, A/C, D/C, budget proposals and all other necessary bills etc.	00	00	13	66	21	4.08	0.58049
7.	Ensures distribution of stock among offices and schools.	00	00	14	57	29	4.15	0.64157
8.	Ensure collection and distribution of the textbooks to all government schools.	00	06	00	63	31	4.19	0.72048
9.	Makes the internal audit system functional.	00	12	19	50	19	3.76	0.90028
	Total Average	00	8	6	60	26		

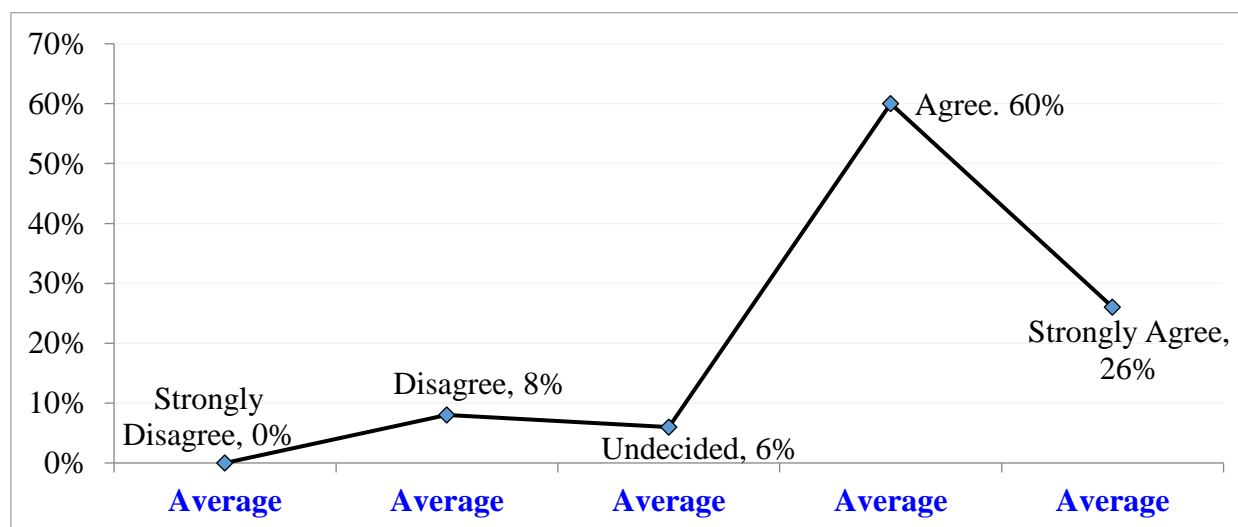


Figure 3: Financial Management of Management Cadre District Education Officers

Table 3 along with the graph indicates that 11 respondents are “Disagree”, 05 are “Undecided”, 62 are “Agree” and 22 are “Strongly Agree” with a Mean Score of “3.95” and S.D “0.84537” which shows that more respondents agree that DEO ensures the supervision of budget preparation.

The percentage of the “Disagree”, “Agree” and “Strongly agree” respondents with the statement (Monitor school budget) are 13, 75, and 12 respectively with a Mean Score of “3.86” and S.D “0.79162” which indicates that more respondents agree that DEO monitor school budget. 64

respondents are “Agree” and 36 are “Strongly Agree” with the statement (Check the budget proposals submitted by the DDOs) indicating a Mean score of 4.36 and S.D “0.48242”. With the statement “Compares the budget proposals with the previous year.” 20 are “Disagree”, 53 are “Agree” and 27 are “Strongly Agree” with Mean Score “3.87” and S.D “1.0138”. 13 respondents are “Disagree” with the statement (Sanctions TA/DA, MRC, GPF and GI bills relevant to them) while, 53 are “Agree” and 34 are “Strongly Agree” with same statement indicating Mean score 4.04 and S.D “0.92856”. 13 respondents are “Undecided”, 66 are “Agree” and 21 are “Strongly Agree” with the statement (Check pay, A/C, D/C, budget proposals and all other necessary bills etc.) having Mean Score “4.08”

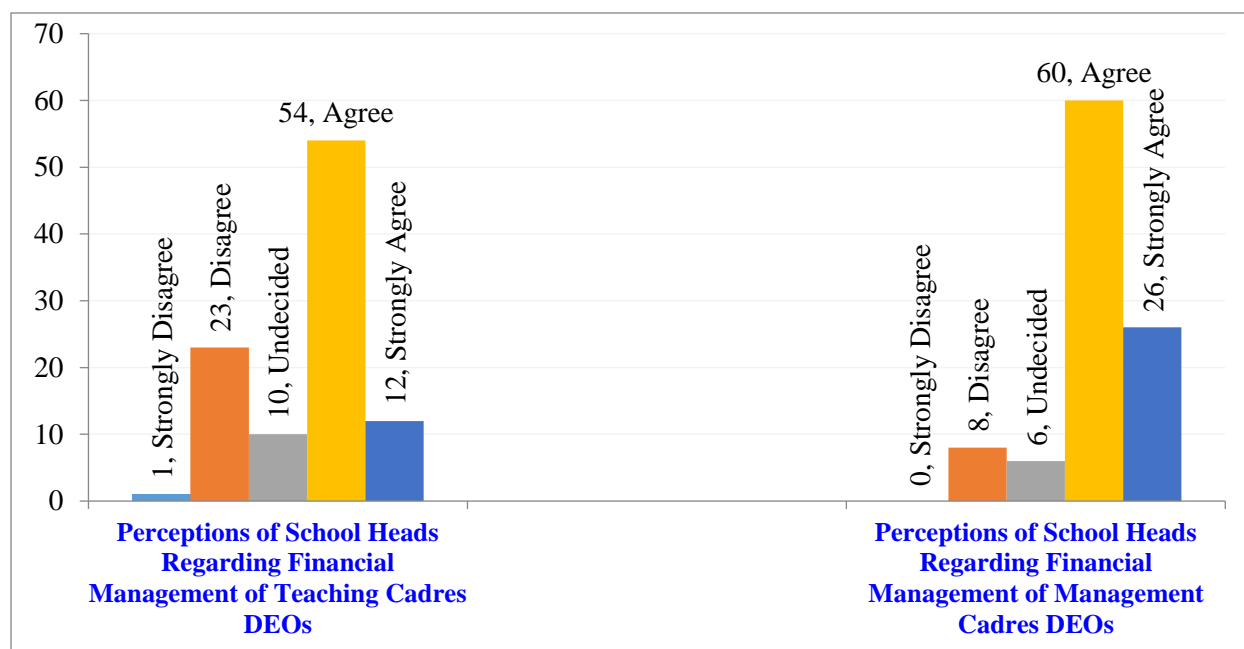
and S.D “0.58049”. It is concluded from the same table that 14 respondents are “Undecided” with statement (Ensures distribution of stock among offices and schools) while 57 are “Agree” and 29 are “Strongly Agree” with same statement indicating Mean score 4.15 and S.D “0.64157”. With the statement (Ensure collection and distribution of text books to the all government schools) 06 respondents are “Disagree”, 63 are “Agree” and 31 are “Strongly Agree” having Mean Score “4.19” and S.D “0.72048”. The percentage of the “Disagree”, “Undecided”, “Agree” and “Strongly agree” respondents with statement (Makes internal audit system functional) are 12, 19, 50 and 19 respectively with Mean Score “3.76” and S.D “0.90028”.

Table 4 Comparison of Working Behaviors of Teaching and Management Cadre District Education Officers Regarding Financial Management

Total	Management Cadre	Teaching Cadre	Mean Difference	Std. Error Difference	df	t	Sig
200	100	100	.51	.0407	196.39	12.636	.000

Table 4 along with the graph shows the comparison between the opinions of the Headmasters/Headmistress and Principals about District Education Officers regarding Financial Management, which indicates that a strong

significant difference exists between the working behavior regarding Financial Management of District Education Officers of Management and Teaching Cadre with $p=0.000$ (< 0.05), t -value 12.636 and df 196.39.



Discussion

Teaching Cadre

According to the results of the current study, the views of many respondents were noted to agree about DEOs' supervision in budget preparation with Mean Score "3.52" and S.D "1.06". Likewise, a lot of respondents were found to agree about monitoring school budget with Mean Score "3.87" and S.D "0.87219". Similarly, most of the respondents agreed regarding checking budget proposals submitted by the DDOs having Mean values of 3.21 and S.D "1.07586". Moreover, so many respondents were in favor of comparing the budget proposals with the previous year with a Mean Score "3.29" and S.D "1.04731"; and the majority of the respondents were noted agree regarding Sanctions of TA/DA, MRC, GPF and GI bills relevancy to the school heads with Mean score 3.38 and S.D "1.02277". Nevertheless, many respondents were found to disagree about check pay, A/C, D/C, budget proposals and all other necessary bills having a Mean Score of "3.17" and S.D "1.05462". A lot of respondents were found to agree regarding ensuring the distribution of stock among offices

and schools having Mean values of 3.63 and S.D "0.9". A lot of respondents have noted agree regarding ensuring collection and distribution of textbooks to all government schools with Mean values "3.72" and S.D "0.94367" whereas the percentage of Disagree, "Undecided", "Agree" and "Strongly agree" responses of the respondents about making internal audit system functional were 10, 11, 60 and 19 having Mean score "3.88" and S.D "0.83218".

Management Cadre

The results of the present study about the management cadre revealed that the responses of the respondents regarding DEOs' ensuring supervision of preparing budget were 11 "Disagree", 05 "Undecided", 62 "Agree" and 22 "Strongly Agree" with Mean Score "3.95" and S.D "0.84537" while the percentage of "Disagree", "Agree" and "Strongly agree" responses of the respondents about DEOs' Monitoring school budget were 13, 75, and 12 with Mean Score "3.86" and S.D "0.79162". Likewise, the responses of the respondents about checking the budget proposals submitted by DDOs were 64 agree, 36 "Strongly Agree" with

Mean values of 4.36 and S.D “0.48242”, and the respondent's views regarding comparing budget proposals with the previous year were 20 “Disagree”, 53 “Agree” and 27 “Strongly Agree” with Mean Score “3.87” and S.D “1.0138”. Moreover, the opinions of 13 respondents were “Disagree”, 53 “Agree” and 34 “Strongly Agree” having a Mean score of 4.04 and S.D “0.92856” about Sanctions of TA/DA, MRC, GPF and GI bills relevancy to DEOs. Furthermore, 13 respondents were found “Undecided”, 66 “Agree” and 21 “Strongly Agree” about Check pay, A/C, D/C, budget proposals and all other necessary bills having a Mean Score “4.08” and S.D “0.58049” whereas 14 respondents were noted “Undecided”, 57 “Agree” and 29 “Strongly Agree” about Ensuring the distribution of stock among offices and schools with Mean score 4.15 and S.D “0.64157”. The view of the respondents about ensuring the collection and distribution of textbooks to all government schools were 06 “Disagree”, 63, “Agree”, and 31 “Strongly Agree” having a Mean Score of “4.19” and S.D “0.72048” whereas the percentage of respondents views regarding Disagree”, “Undecided”, “Agree” and “Strongly agree” about making internal audit system functional were found 12, 19, 50 and 19 with Mean Score “3.76” and S.D “0.90028”. Comparison between the opinions of the Headmasters/Headmistress and Principals about District Education Officer regarding Financial Management indicated that a strong significant difference existed between the working behavior regarding Financial Management of District Education Officers of Management and Teaching Cadre having $p\text{-value} = 0.000 < 0.05$, $t\text{-value} 12.636$ and $df 196.39$.

In light of previous studies by Robbins (2001), management is the way to coordinate and manage all resources in an effective and well-organized manner. Mathur (2005) urged that management is the practice or act of properly handling, managing and controlling all organizational resources for

the betterment and attainment of desired objectives. Tein and Martin (2003) described that ensuring clarity of goals, and involvement of the public in the achievement of the defined objectives and goals with cooperation and interest is more easy and possible through better and effective management where each and everything is well-planned, organized and controlled. According to Arif (2008), management is the process and procedure of work done through others to get the objectives and target of an organization in such an environment which is changed under the guidance and supervision of a successful leader by utilizing all possible and available resources. Rue and Byars (2000) stated that management is a form of work where possible coordination, labor, land, and capital are all involved to successfully meet all challenges by attaining the desired objectives.

Conclusions

The researcher concluded in the light of the results and objectives of the study that the majority of respondents agreed that DEOs ensured the supervision of budget preparation for both cadres however management cadre DEOs' performance was better. The respondents' views were found positive about both cadres' working behavior (Monitoring school budget) while management cadre DEOs monitored school budget in a better way. The majority of the respondent was in favor of checking budget proposals submitted by DDOs about both cadres whereas the performance of the management cadre was best. The researcher pointed out that a lot of respondents were found to agree that both cadres were noted the same about comparing the budget proposals with the previous year indicating that both were significant. The researcher further highlighted that so many respondents disagreed with the statement that teaching cadre DEOs sanctioned TA/DA, MRC, GPF and GI bills relevant to them while the same working behavior of management cadre DEOs

was noted well. Many respondents responded that both cadres' DEOs were found satisfactory in check pay, A/C, D/C, budget proposals and all other necessary bills whereas management cadre DEOs performed better. The researcher narrated that the responses of the respondents were noted as equal regarding both cadres' DEOs working behavior that ensured distribution of stock among offices and schools. The responses of respondents were observed satisfactory about both cadres for ensuring collection and distribution of textbooks to all government schools about both while comparing strongly agree responses, the management cadre DEOs working behavior were noted the best. The respondents were satisfied with both of the cadres working behavior making the internal audit system functional.

To sum up, the DEOs of both cadres were better but overall the performance management cadre DEOs were found better.

Declaration of Conflicting Interests

No potential conflict of interest was reported by the authors.

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