

# Factors Affecting Coordination of District Educational Management in Azad Jammu and Kashmir: A Tenure based Analysis

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## Abstract

Coordination among educational managers plays a vital role for the effective functioning of educational processes. The study was designed to find out the factors affecting coordination of district educational management in Azad Jammu and Kashmir (AJ&K): A tenure-based analysis. The objectives of the study were: to identify the factors affecting coordination of district educational management in AJ&K and to compare the factors affecting coordination of district educational management regarding tenure based in AJ&K. In population of the study 110 district educational managers were included and sample size was 82 by convenience sampling technique. The quantitative and descriptive research design was employed and data was collected through survey technique with the help of self-developed questionnaire. This study examined four factors each with six statements (non-acceptance, communication gap, administrative intervention, and teamwork spirit) which affecting the coordination of district educational managers in AJ&K. The collected data was analyzed by SPSS version 27 and Mean & ANOVA were run to generate the results. The results of the study highlighted that coordination among district educational managers regarding tenure is affected by non-acceptance, communication gap, administrative intervention, and teamwork spirit. On the basis of the results of the study, from the four hypotheses only first hypothesis of the study was accepted. The researcher recommended that necessary trainings are required especially for less tenure educational managers which enable them to work effectively.

**Keywords:** Educational management, coordination, factors, district educational managers.

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## **Introduction**

Educational management involves the process of arranging and overseeing educational institutions to ensure effective teaching and learning, incorporating management principles to establish supportive educational environments. The utilization of technologies like computers, multimedia, and network communication is included to modernize educational administration. Educational management, often discussed in relation to educational administration and leadership, carries distinct yet overlapping meanings and is adaptive to societal changes such as technological advancements to meet educational system (Zhang, 2014).

In essence, educational management is a complex field covering the strategic organization of educational structures, incorporation of modern technologies, and adjustment to societal shifts for effective education promotion, requiring continuous development to tackle the challenges in managing educational institutions in a rapidly evolving world (Petre, Comănescu, & Diaconu, 2021). Authentic educational management promotes and encourages, through various avenues, the facilitation of the organization and operation of educational institutions, encompassing aspects such as content, structure, and processes. This inherently entails the decentralization of educational management, including all hierarchical frameworks, the effective utilization of methodologies, techniques, and resources, along with the adoption of contemporary managerial strategies.

Educational management is subject to a plethora of factors, encompassing both internal and external aspects within the educational setting. Various organizational and individual elements, including political/ideological, educational, and physiological/psychological components, contribute to the professional growth of higher education leaders, consequently impacting management approaches and educational quality (Avcı & Gümüşeli, 2022). Paradoxically, although certain studies suggest that economic and sociological factors do not exert a significant influence on the career progression of higher education leaders, other scholarly works underscore the significance of factors such as transformative learning, affective commitment, and educational policy in molding educational leadership. Furthermore, ethical leadership presence and the impact of both internal and external factors, such as ethical reinforcement from societal entities and an ethics-oriented organizational climate, hold substantial importance (Brown, Trevino & Harrison, 2005).

Predictive elements that affect teaching leadership and effectiveness, such as educational leadership and teaching background, are also pivotal (Fu, 2023). To summarize, educational management represents a multifaceted domain shaped by a variety of factors spanning from leadership styles and organizational ethos to ethical considerations and personal characteristics of leaders. The interaction among these factors dictates the efficacy of educational leadership and consequently the caliber of education delivered. Subsequent research endeavors should delve deeper into these dynamics to enhance the comprehension and refinement of educational management methodologies. Literature highlighted that there are many factors which affecting coordination of education management within educational organization (Fullan, 2015).

## **Statement of the Problem**

Effective coordination among educational managers is crucial for the delivery and

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implementation of educational services in AJ&K. the efficiency of these managers is influenced by many factors, with tenure of service being a significant one. Understanding how the tenure of educational managers effect their performance can provide valuable insights for enhancing educational practices and achieving desired goals. The study aims to explore and analyze the factors affecting coordination within district educational management. Key factors under investigation include non-acceptance, administrative intervention, communication gap, and the spirit of teamwork among educational managers.

### **Objectives**

The objectives of the study were:

1. To identify the factors affecting coordination of district educational management in AJ&K.
2. To compare the factors affecting coordination of district educational management regarding tenure based in AJ&K.

### **Hypotheses**

Ho<sub>1</sub>: There is no significant difference between administrative intervention regarding tenure of district educational management in AJ&K.

Ho<sub>2</sub>: There is no significant difference between communication gap regarding tenure of district educational management in AJ&K.

Ho<sub>3</sub>: There is no significant difference between teamwork spirit regarding tenure of district educational management in AJ&K.

Ho<sub>4</sub>: There is no significant difference between non-acceptance regarding tenure of district educational management in AJ&K.

### **Literature Review**

Petre, Comănescu, and Diaconu, (2021) identified that educational management encompass the arrangement of educational frameworks, the advocacy of school independence along with its myriad benefits, coupled with the favorable outcomes stemming from these significant measures, which synergistically contribute to guaranteeing conditions for access and academic achievement. The primary purpose of educational management is to proficiently establish and uphold conducive environments in educational institutions that foster, assist, and perpetuate effective pedagogy and scholarship. However, the manner in which these fundamental goals are established and achieved can vary considerably based on the education system or level and among educational contexts. They are intricately connected to the system of principles and reflect the outlook on the advancement of education, principles that foster socio-human advancement(Rojas Bautista, 2024).

Educational management encompasses various aspects crucial for the effective functioning of educational institutions. It involves professional development efforts to enhance the skills and knowledge of education managers(Aydin, 2023). Teachers act as managers of the educational process, shaping educational activities and fostering effective interactions with students. The quality of training depends on pedagogical competencies and managerial styles, emphasizing cooperation and personality development. Management plays a crucial role in ensuring product quality and overall organizational success through a quality educational

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approach. Designing, implementing, monitoring, and evaluating the education and training process is essential for achieving organizational goals(Sung & Choi, 2014).

**Administrative Intervention:**

Political intervention in educational management in Pakistan is a pervasive issue that significantly impacts the quality and effectiveness of the education system (Ghazi, Ali, Khan, Hussain, & Fatima, 2010; Hasan, Subhani, & Osman, 2012; Sultana, 2018). The influence of political parties and leaders in educational institutions leads to corruption, nepotism, and a lack of transparency(Ahmad & Rauf, 2012). This interference hampers the development of a sound educational environment based on honesty and ethics. Moreover, the involvement of politics in academic settings results in power struggles, favoritism, and compromised decision-making processes. The continuous political influence over educational policies and practices prevents the implementation of beneficial reforms and hinders the improvement of educational standards in Pakistan. To address this issue, there is a critical need for increased transparency, reduced political interference, and a focus on merit-based educational management practices.

Sultana, (2018) investigated that education system in Pakistan is heavily influenced by politics, with political leaders making significant decisions that impact higher education. Politics plays a crucial role in educational policies and practices, with the ruling party having a substantial influence on the education system. The study aims to explore the effects of politics on higher education in Pakistan, highlighting how politics can lead to corruption and unethical practices in the education sector. Politics is deeply rooted in education, especially in higher education, where youth are often politically influenced. Political influences have significantly impacted the education system in Pakistan, with politicians prioritizing their own interests over the improvement of education quality for the youth(Hasan et al., 2012).

Political intervention in education in Pakistan is a pervasive issue with far-reaching consequences. Politics influences various aspects of education, from scholarship management to curriculum content( Ali, Rasheed, & Baig, 2023; ). The intertwining of politics and education leads to detrimental effects such as favoritism towards political supporters, corruption, and hindrance in policy implementation. This interference not only impacts the quality of education but also hampers students' critical thinking skills and overall development(Jan, Ullah, Ul Haq, & Xie, 2023). Moreover, political agendas often overshadow the genuine educational needs of the youth, resulting in a system that fails to equip them adequately for modern challenges. Addressing political intervention in education is crucial for fostering a more equitable and effective educational system in Pakistan.

The role of politics in the education system of Pakistan is multifaceted and has been the subject of various studies. According to Jahangir (2008), political interference in Pakistan's education system is pervasive, with political parties and their leaders exerting influence, often leading to the neglect of merit and the promotion of political supporters. This political involvement extends to the allocation and spending of educational budgets, which are controlled by political entities, thereby affecting the quality and integrity of higher education(Sultana, 2018).

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**Communication Gap:**

The collective studies underscore the importance of communication in educational management and the challenges linked to communication gaps. Foong and Sow, (2020) have identified psychosocial and cultural obstacles hindering the acquisition of communication skills among medical undergraduates, implying that these obstacles also apply to the broader educational management context (McDermott, Cobb, Tischler, Robbé, & Dean, 2017). Similarly, McDermott et al., (2017) have drawn attention to the absence of communication training and the varying capacities for effective communication among veterinary practitioners, a situation that may similarly affect educational leaders encountering similar hurdles. The significance of communication is further underscored by (M. Shah, 2014), who explores the function of management information systems (MIS) in facilitating enhanced communication within school administration.

The communication gap in educational management in Pakistan is a multifaceted issue, as evidenced by the literature. Murtaza & Hui, (2021) highlighted the broader challenges within Pakistan's higher education system, including low-quality teaching methods and a lack of quality management, which may contribute to communication issues. Shah, Hashim, Shah, & Khattak, (2016) specifically identified communication barriers in Global Software Development (GSD) projects, suggesting that cultural and language barriers can lead to project failure, and emphasizes the need for defined communication guidelines. Nawab & Noor, (2023) discussed the inhibiting factors of instructional leadership, including a communication gap between school leaders and upper management, which affects the academic activities of schools.

Communication gap between different levels of educational management aligns with the broader issues of quality management identified by (Murtaza & Hui, 2021; Nawab & Noor, 2023). These papers collectively suggest that communication gaps in educational management may stem from both systemic issues and specific interpersonal challenges. In summary, the literature indicates that communication gaps in educational management in Pakistan are linked to systemic institutional drawbacks, cultural and language barriers, and a lack of effective leadership practices.

**Non-acceptance:**

Anwar, Zainab, and Khizar (2021) investigated that the effect of non-acceptance in educational management can manifest in various ways, impacting the organizational climate and performance. Non-acceptance may refer to the resistance to leadership styles, management practices, or changes within the educational system. Studies indicate that leadership styles have a significant influence on conflict management strategies within educational institutions. For instance, autocratic leadership tends to correlate with non-cooperative conflict management, which can lead to a negative climate and reduced performance. Additionally, the traditional practice of employing unqualified personnel in educational management roles has been found to be ineffective and unsatisfactory, potentially leading to increased stress among teaching staff and a non-conducive educational environment (Hysa, 2014). The resistance to modern educational management paradigms and the reluctance to embrace new leadership models can hinder the improvement of educational management and administration (Erçetin & Bisaso, 2021).

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Al Haddad, (2020) explored that non-acceptance in educational management, whether it pertains to leadership styles, management practices, or paradigm shifts, can have detrimental effects on the organizational climate, conflict management, and overall performance of educational institutions. It is crucial for educational leaders to recognize the importance of qualified management, the adoption of effective leadership styles, and the willingness to embrace change to foster a positive educational environment. Akanji, Mordi, Ituma, Adisa, and Ajonbadi (2020) discussed the importance of leadership culture in educational institutes and its impact on their success, suggesting that stakeholder support is crucial for leadership practices.

**Teamwork Spirit:**

The concept of teamwork spirit in educational management in Pakistan is addressed by many researchers. Raza, Gilani, and Waheed (2021) highlighted the leadership behaviors of head teachers in private schools, emphasizing a whole-school approach and the promotion of a culture of trust, commitment, and shared vision, which are essential components of teamwork spirit. Similarly, Benoliel (2021) discusses the mediating role of school management team (SMT) effectiveness in promoting a positive school learning environment, which is indicative of a collective approach to school leadership and teamwork (Benoliel, 2021).

Contradictorily, Nawab and Noor, (2023) identified challenges to instructional leadership practices in Pakistan, including a communication gap between school management and upper management, which can hinder the development of a teamwork spirit. Additionally, Ali, (2017) suggested that educational leaders can contribute to school development and productivity without extra cost, implying that effective teamwork can be a cost-efficient strategy for school self-development. To foster a stronger teamwork spirit in educational management, it is crucial to address these challenges and promote a culture of collaboration and shared goals.

The effect of teamwork on employee performance in educational institutions is evident, with teamwork positively related to employee performance, emphasizing the need to incorporate teamwork activities to enhance performance (Manzoor, Ullah, Hussain, & Ahmad, 2011). Overall, fostering teamwork spirit among students, educators, and project teams is essential for effective educational management in Pakistan, leading to improved outcomes and success. Teamwork spirit enhances educational management effectiveness in Pakistan and Pakistani students show more preference for teamwork in educational management (Jamil et al., 2012).

**Research Methodology**

The methodology used in this research study was quantitative and descriptive in research paradigm. The quantitative research is essential for producing reliable, generalizable, and statistically valid data that can be used to test hypotheses. The population of the study was comprising on educational managers of Muzaffarabad Division. Muzaffarabad Division consist of three districts Muzaffarabad, Neelum, and Jhelum valley. Total population of the study was 110 educational managers and sample size was 96 educational managers. The sample size was 75% of the total population which is acceptable for collection of reasonable data. Convenience sampling technique was employed to select sample size. The sample size



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of the current study was 82 which is the 75% of the total population of the study (Turner, Cardinal, & Burton, 2017). Data was collected through self-developed questionnaire and the validity & reliability of instrument was ensured before data collection. Reliability of the instrument was checked by Cronbach Alpha and its value was .701. Data was collected through personal visits and through google form. Collected data was analyzed through SPSS version 27 and Mean & ANOVA tests were conducted for results.

## Results & Findings

**Table 4.5**

*Mean of Factors affecting Educational Management*

Factors	Mean
Non-Acceptance	4.57
Administrative Intervention	3.54
Communication Gap	3.94
Teamwork Spirit	3.68

Table 4.5 shows the mean values of factors Non-acceptance, Administrative Intervention, Communication Gap, and Teamwork Spirit. Mean value of non-acceptance (4.57), Administrative intervention (3.54), Communication gap (3.94), and Teamwork spirit (3.68). Table 4.5 indicate that highest value of mean acceptance is (4.57) which indicate that there is a strong sense of non-acceptance among educational managers.

**Table 4.1**

*Tenure Based Analysis Regarding Non-Acceptance among Educational Management*

Factor	Tenure	Mean	F(81)	Sig. value
Non-Acceptance	<10 Years	13.00	1.474	.240
	10-20 Years	17.86		
	20-30 Years	21.00		
	> 30 Years	23.00		

Table 4.1 indicate that ANOVA was carried out to compare non-acceptance regarding tenure of educational managers. Mean values of tenure less than 10 years (13.00), 10-20 years is (17.86), 20-30 years is (21.00), and greater than 30 years is (23.00). the F value from the ANOVA test is (1.474) and p value is (.240). Mean values of tenure less than 10 years (13.00) indicate low level of non-acceptance while tenure greater than 30 years show high level of non-acceptance. Significant value (.240) which is greater than 0.05 and show that there is no significant relationship between non-acceptance and tenure of educational managers. So, the

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null hypothesis  $H_{01}$  is accepted.

**Table 4.2**

*Tenure Based Analysis Regarding Administrative Intervention among Educational Management*

Factor	Tenure	Mean	F(81)	p
Administrative Intervention	<10 Years	27.00	3.712	.021
	10-20 Years	14.82		
	20-30 Years	15.67		
	> 30 Years	16.00		

Table 4.2 indicate ANOVA test was conducted to compare the statistical results of administrative intervention regarding Tenure of educational managers. Highest value of mean (27.00) and lowest value of mean is (14.82). This show that educational managers having tenure less than 10 years are affected by administrative intervention while managers having tenure 10-20 years are less effected by administrative intervention. Significant value (.021) which is less than 0.05 and this show that there is strong evidence to reject null hypothesis  $H_{02}$ .

**Table 4.3**

*Tenure Based Analysis Regarding Communication Gap among Educational Management*

Factor	Tenure	Mean	F(81)	p
Communication Gap	<10 Years	27.00	3.921	.017
	10-20 Years	14.64		
	20-30 Years	15.67		
	> 30 Years	16.00		

Table 4.3 indicated that ANOVA test was implemented to check the comparison of communication gap regarding tenure of educational managers. Mean value of tenure less than 10 years (27.00), 10-20 years (14.64), 20-30 years (15.67), and greater than 30 years is (16.00). F value from ANOVA test is (3.921) and significant value is (.017). Mean value of tenure less than 10 (27.00) show highest communication gap while mean value of tenure 10-20 years (14.64) is lowest. Significant value (.017) is less than 0.05 which represents a strong relationship between communication gap regarding tenure of educational managers. So, the hypothesis  $H_{03}$  is rejected.

**Table 4.4**

*Tenure Based Analysis Regarding Teamwork Spirit among Educational Management*

Factor	Tenure	Mean	F(81)	p
Teamwork	<10 Years	27.00	6.195	.002
	10-20 Years	14.04		



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Spirit	20-30 Years	15.67
	> 30 Years	16.00

Table 4.4 highlighted the ANOVA test was run to find compare the factor teamwork spirit regarding tenure of educational managers. Tenure distribution of managers having mean value less than 10 years (27.00), 10-20 years (14.04), 20-30 years (15.67), and greater than 30 (16.00). F value from ANOVA test is (6.195) and p value is (.002). Mean value of age group less than 10 years (27.00) shows highest teamwork spirit and age group 10-20 years (14.04) lowest value of teamwork spirit. Significant value (.002) which is less than 0.05 represent that there is strong evidence to reject null hypothesis Ho<sub>4</sub>.

### Discussion

Coordination among district educational managers has much importance and it is vital for implantation of educational practices at grass root level. Current study was initiated to check the factors affecting coordination among district educational managers in AJ&K and it is restricted to only tenure base analysis. The first objective of the study was “To identify the factors affecting coordination of district educational managers in AJ&K”. The result of the study which was conducted by Caprar, Do, Rynes, & Bartunek, (2016) and explored non-acceptance can influence on managerial attitudes and behaviors, but it is not a decisive factor are aligned with the result of the current study. Administrative intervention affect the performance of the managers and those managers who having less tenure of service are much effected by the political pressure as compare to those having high tenure of service( Early, Smith, & Neupert, 2023). The result of the study disagree with the results of the current study. The results of this study suggest that communication has crucial role for better functioning of an organization and its dependent on length of service of educational managers. Result of the study conducted by Escobar, Mena, Benítez, and Maury (2022) are aligned with the result of this study. Also, result of this study is align with the result of Escobar et al., (2022) which emphasized that teamwork spirit is a key feature of success of an organization.

### Conclusion

In conclusion, the study entitled as “Factors affecting coordination of district educational management in AJ&K: Tenure based analysis”. The study underscores the critical importance of the coordination of educational managers at district level. The findings of the study highlighted that:

1. Non-acceptance is factor which can influence the coordination among managers but it has not much role.
2. Administrative intervention is the factor which can affect the coordination among educational managers and those managers having less tenure are affected more as compare to managers of large tenure.
3. Communication is also a key factor which affect the coordination among district educational managers having less tenure of service.
4. Teamwork is also linked with tenure of service and those managers having less tenure prefer to work in collaborative environment.

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### Recommendations

1. Provision of conflict resolution training may promote a sense of collaboration among educational managers and this reduce the level of non-acceptance among managers.
2. Provision of conflict resolution training to help managers to accept the views of managers. Promotion of more inclusive and accepting work environment can reduce the level of non-acceptance.
3. Development of those policies that may safeguard the educational managers and protect them from political pressure. For this purpose, special training of new inducted managers can navigate them how to tackle the political pressure.
4. Establishment of clear and open communication channels among educational managers can reduce the gap of communication. Also, regular meetings of less tenure managers are helpful for their feedback and promote open dialogue among managers.

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