Evaluating the Organizing Practices of Educational Management at Secondary level in Azad Jammu and Kashmir

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Abstract

This study aimed to evaluate the managerial practices related to organizing at the secondary level in Azad Jammu and Kashmir (AJ&K) with a focus on educational managers. The primary objective was to assess the current organizational practices within secondary schools, while sub-objectives examined departmental decision-making processes, the role of head teachers in managing staff meetings and School Management Committees (SMCs), personal linkages between teachers/school leaders and the community/higher management, and the organization of key school functions including examinations, physical activities, ICT systems, and professional development training. To answer these questions, a comprehensive analysis was conducted, revealing several deficiencies in the organizational practices of education managers in AJ&K secondary schools. Education managers were found to struggle with timely and efficient program organization, meeting coordination, and the allocation of responsibilities. Additionally, their efforts in convening SMC meetings, conducting internal training, and establishing personal connections with both the local community and higher authorities were observed to be lacking. Furthermore, the integration of Information and Communication Technology (ICT) within secondary schools in AJ&K was found to be inadequately organized. Based on these findings, several recommendations were put forth to improve the organizational practices of education managers in AJ&K secondary schools. These include providing

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additional training to enhance time management, organizational skills, and communication abilities, implementing capacity-building programs for SMCs, conducting ICT integration workshops for education managers and teachers, establishing a robust monitoring and evaluation framework with key performance indicators, encouraging education managers to build stronger relationships with higher authorities and the community, and investigating the need for additional resources to support ICT infrastructure in schools. These recommendations aim to address the identified deficiencies and promote more effective organizational practices within secondary schools in AJ&K. Ultimately, this study contributes valuable insights into the current state of educational management in the region and provides a roadmap for improvement in the future

Key words: Education Management, Organizing, Secondary Education, AJ&K

Introduction
Education management is the vision and practice of an organization and managing existing educational institutions and programs. Education management is a series of actions and functions relevant to the efficient and effective use of resources within an organization to achieve the goals of the organization (Sapre, 2002) and education management can be regarded as a discipline in relation to the management of educational institutions. (Bush, 2010). In another view, Bolam (2004) believed that education management was the task of implementing prescribed policies and made a distinction between education management and education leadership. However, there must be a key link between the goals and objectives of education and the actions of education management and thus, the process of determining organizational goals is essential to education management. Education management is seen as a process of requiring knowledge and knowledge (Pierce & Rowell, 2005).

The role of education managers, both at the school level and higher administrative levels, has undergone significant changes. This transformation can be attributed to global technological advancements and the increasing diversity in the expectations of parents and other stakeholders in school management. Until recently, high school principals and their administrative staff often focused primarily on their local duties and decisions, paying little attention to global trends and societal needs in education. However, today, education experts in our country cannot afford to isolate themselves from global concerns. International literature highlights several key aspects of education management, including vision, purpose, home-school relationships, and the diverse set of skills required by teachers, principals, District Education Officers (DEOs), Section Directors, and Department of Public Instruction (DPI) officials to effectively manage educational institutions. Given the significance of these considerations and the importance of school improvement activities, it is deemed appropriate to formulate a strategic plan for system development and effective management of secondary school educators. This plan should be developed in collaboration with education administrators and their management teams, and it should be based on a set of indicators derived from both domestic and international educational literature reviews. These indicators will serve as a foundation for enhancing education management practices in our context

Effective planning is crucial for successful implementation, but it is only when resources are organized that the plan can truly come to fruition. The objective is to bring together physical,

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financial, and other available assets in alignment with the plan in order to achieve the predetermined goals. In the case of expanding sales through a marketing campaign, once the planning team has analyzed and presented the plan, the next step is to assign it to the marketing manager along with the necessary budget. It is important to ensure that the promotion team has access to the required client data. Additionally, you would consult with the promotion campaign manager to explore opportunities for cost-cutting while selecting the best available resources for implementation(Lewis,2006).

Operating without a plan can be extremely challenging for an organization, but without proper resource organization, it cannot sustain itself. By organizing resources, the organization establishes a clear path to follow in order to reach its targets. Understanding the available resources and how they will be utilized makes achieving the desired outcome easier. For instance, by organizing financial assets, an organization can ensure that its cash is not spent on activities that do not contribute to the desired results. Failure to plan for the right people in the right positions can also harm profitability. Assigning tasks that require specific skills to individuals lacking those skills, such as assigning marketing responsibilities to someone specialized in record-keeping like Sarah, will undoubtedly create problems.

Organizing involves creating structures, both in terms of human resources and physical assets, to accomplish organizational goals. In essence, it entails determining what needs to be done, by whom, and establishing the procedures for doing so. It also involves establishing a clear line of authority and defining communication channels for efficient information flow within the organization. Dividing tasks, departmentalizing, and delegating authority and responsibility are key aspects of the organizing.

Organizational effectiveness in educational institutions plays a pivotal role in achieving the goals and objectives set by educational departments and institutions. This literature review explores various facets of educational management and organizational effectiveness in the context of Azad Jammu and Kashmir (AJK). The review will address the statements provided, including timely decision-making, staff meetings, community engagement, ICT systems, professional development, and the need for improved organization at the secondary level.

Timely Decision-Making and Consistency:

Effective decision-making is crucial in educational management. Literature suggests that timely decision-making aligns with the goals and policies of the department (Hoy & Miskel, 2013). It ensures that programs and policies are consistently implemented. Effective decision-making also involves considering the needs and perspectives of various stakeholders (Leithwood et al., 2004).

Staff Meetings and Responsibilities Assignment:

Organizing staff meetings is a common practice in educational leadership. Research indicates that well-structured staff meetings can enhance communication, collaboration, and goal alignment among teachers and administrators (Hallinger & Heck, 2011). Proper assignment of responsibilities during these meetings can improve the efficiency of school operations (Leithwood et al., 1999).

School Management Committee:

The involvement of a School Management Committee (SMC) is crucial in the governance of educational institutions. SMCs can serve as a bridge between the school, the community, and the educational department (Bogotch & Oliver, 2013). Effective organization and functioning

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of SMCs can lead to improved school governance and decision-making (Mahmood, 2011).

Community Engagement:

Establishing personal linkages with the local community is essential for building trust and support. Research emphasizes the importance of community engagement in school management (Epstein, 2018). Collaboration with the community can enhance the quality of education and increase community involvement in school activities (Bryk et al., 2010).

Liaison with Higher Management:

Maintaining a strong connection with higher management is crucial for obtaining resources, support, and guidance. Effective liaison with higher management can facilitate the implementation of educational policies and initiatives (Leithwood et al., 2006).

Internal Examination and Assessment:

Organizing internal examinations is a fundamental aspect of educational management. Effective examination systems ensure fair assessments and help in tracking student progress (Stiggins, 2002). Properly organized examinations contribute to the overall quality of education.

ICT Systems in Schools:

The integration of Information and Communication Technology (ICT) in education has gained prominence in recent years. A well-organized ICT system can enhance teaching and learning processes (Ertmer, 2005). Research indicates that ICT integration can improve student outcomes and prepare them for the digital age (Mishra & Koehler, 2006).

Professional Development for Teachers:

Continuous professional development is crucial for improving teaching quality. Organizing professional development trainings for teachers is associated with enhanced instructional practices (Guskey & Yoon, 2009). Effective professional development programs align with the needs of teachers and the goals of the school. The organization and management of secondary-level education play a pivotal role in shaping the quality and effectiveness of the educational system. Azad Jammu and Kashmir (AJK), a region located in northern Pakistan, has its unique challenges and opportunities in managing secondary education.

The educational landscape in AJK has evolved over the years. Historically, the region has faced infrastructural and resource limitations due to its remote location and political circumstances. In recent years, there has been a concerted effort to improve education access and quality. (Mirza et al., 2020) conducted a comprehensive study on the educational status of AJK, highlighting the need for better organization and management.

Government and Administration of AJ&K is a self- governing state and working under the governance of Pakistan. AJ&K has its own selected president, prime minister, legislature, high court, and official flag. The state of AJ&K has a parliamentary form.

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Figure (Map of AJ&K)

In AJ&K the Secondary school Minister heads the Ministry of Education and is abetted by the Secretary Education. All three divisions have Subdivisions of Education regulated by the Divisional Directors. The Departments of Education are answerable for execution of general tutoring strategies and administration of elementary, ancillary, technical and higher education in whole AJ&K (Ministry of Education, 2008). The divisions are further divided into districts for the purpose of paperwork. The dist. are promote distributed into Tehsils (sub districts). The teh are auxiliary distributed into union associations that are the lowermost governmental entities.

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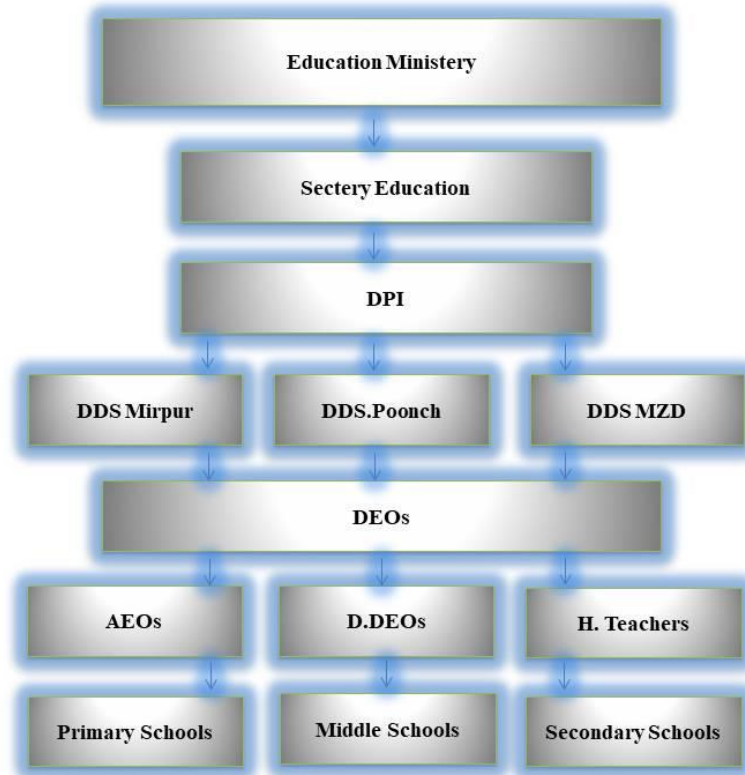
Figure (AJ&K Education Management System)

Statement of the Problem

The study highlights a significant problem within the organization of educational management system in Azad Jammu and Kashmir (AJ&K) at the secondary level. Specifically, it reveals a series of deficiencies in the organizational practices of education managers, encompassing issues such as program organization, decision-making processes, coordination of meetings, and the integration of Information and Communication Technology (ICT) in secondary schools. Furthermore, the study sheds light on the challenges faced by education managers in building connections with both the local community and higher authorities. These identified problems collectively impede the efficient functioning of secondary schools in AJ&K. Hence, the central problem addressed in this research is the need for substantial improvements in the organizational practices of education managers to enhance the overall quality and effectiveness of secondary education in the region.

Main Objective of the Study

To evaluate managerial practices regarding organizing at secondary level in AJ&K

Sub Objectives

i.Examine departmental decision-making processes and their organizatrion with departmental plans, programs, and policies.

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ii.Assess the role and effectiveness of head teachers in organizing staff meetings and managing the School Management Committee.

iii.Investigate the establishment of personal linkages by teachers and school leaders with the local community and higher management.

iv.Evaluate the organization and management of key school functions, including examinations, physical activities, ICT systems, and professional development training, to identify areas in need of improvement at the secondary level in Azad Jammu and Kashmir.

Main Question

What are the current Organizational related practices of Educational Managers in AJ&K

Sub Questions

i.How do departmental decision-making processes in secondary schools in Azad Jammu and Kashmir align with the departmental plans, programs, and policies?

ii.What is the role of Education Managers in organizing staff meetings and managing the School Management Committee, and how effective are they in these roles?

iii.To what extent do teachers and school leaders establish personal linkages with the local community and higher management in Azad Jammu and Kashmir secondary schools?

iv.How well are key school functions, such as examinations, physical activities, ICT systems, and professional development training, organized and managed in secondary schools in Azad Jammu and Kashmir, and what areas require improvement?

Delimitations of the Study

i.Govt. Boys Secondary schools

ii.Three districts of AJ&K

Research Design

This was descriptive survey study technique to collect data and will be the descriptive research aims to accurately describe a research problem. Survey method includes instrument or procedures that ask one or more questions that may or may not be answered. That is why survey method was used to collect data for this study. (Vehovar & Lozar 2008).

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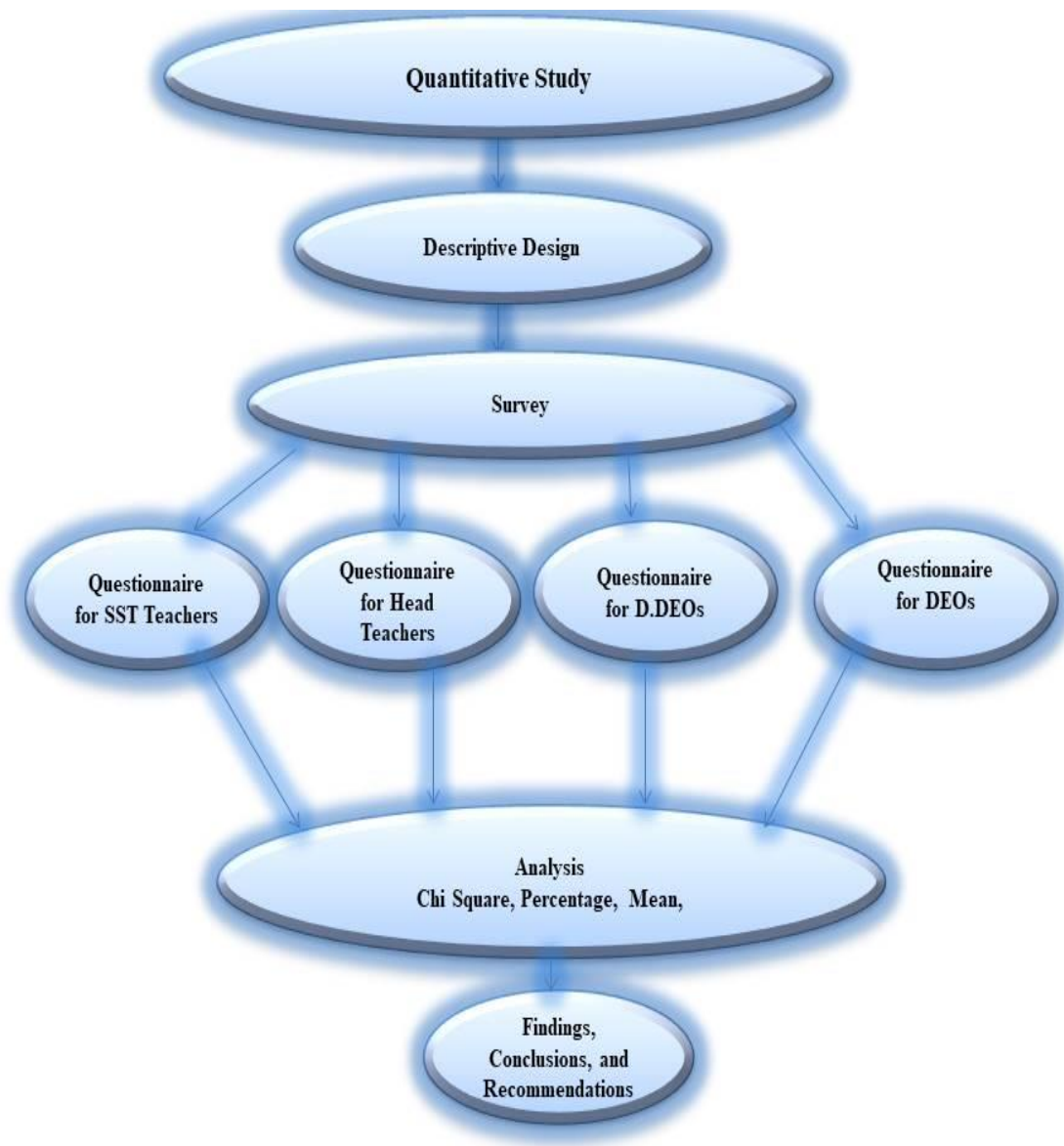
Figure Research Design

Population of the Study

There are a total of 11,845 teachers, with 7,162 being male and 4,683 being female. Additionally, there are 762 individuals serving as heads, comprising 401 males and 361 females. In the administrative roles, there are 20 Deputy District Education Officers (D. DEOs) evenly split between males and females, as well as 20 District Education Officers (DEOs) with an equal gender distribution. Moreover, there are six Divisional Directors, of which three are male and three are female. At the highest level, there are two individuals serving as the Director of Public Instruction (DPI), with one male and one female

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Sample and Sampling of the Study

Selection process described here follows a multistage sampling technique. In the first stage, three divisions were selected from the larger population of Azad Jammu and Kashmir (AJ&K). This initial stage of sampling helps in reducing the complexity of selecting the entire population at once.

Then, in the second stage, three specific districts were selected from within those chosen divisions. This two-stage process allows for a more structured and organized approach to sampling. Multistage sampling is particularly useful when dealing with large populations or when it's challenging to access every individual element directly. By breaking the sampling process into stages, it becomes more manageable and can still provide a representative sample of the overall population. This method ensures that each possible combination of divisions and districts has an equal chance of being selected, making it a fair and statistically sound approach to sampling

There are a total of 376 male teachers, 118 male head teachers, 10 male Deputy District Education Officers (D. DEOs), 10 male District Education Officers (DEOs), 3 male Divisional Directors, and 1 male Director of Public Instruction (DPI). This information provides a breakdown of the number of males in various educational positions and administrative roles within the organization Morgan and Krejcie Table (www.rearshgate.net)**.**

Table 1

I make timely and consistent decisions in accordance with my department's plans, programs, and policies.

Respondents	SDA	DA	PA	A	SA	Total	%	x̄	SD	Df	χ²	Sig.
Teacher	16	86	176	88	0	366	73.6					
H.Teacher	4	25	52	30	0	111	22.4					
DEO	0	2	5	3	0	10	2.0	2.9	.80	9	8.0	.525
DDEO	0	4	1	5	0	10	2.0					
Total	20	117	234	126	0	497	100.0					

Table 1 shows that the value of statement of Chi-square χ² = 8 with critical values χ² (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 2.9 and .8 respectively. More over majority of respondents disagree with the statement *"My decisions are timely and consistent with plans, programs, and policies of my department"*

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Table 2
I efficiently arrange staff meetings and ensure proper assignment of responsibilities

Respondents	SDA	DA	PA	A	SA	Total	%	x̄	SD	Df	χ²	Sig.
Teacher	0	62	95	124	85	366	73.6					
H.Teacher	0	19	29	41	22	111	22.4					
DEO	0	2	2	5	1	10	2.0	3.6	1.0	9	6.9	.640
DDEO	0	1	5	4	1	10	2.0					
Total	0	84	131	174	108	497	100.0					

Table 2 shows that the value of statement of Chi-square χ^2 = 9 with critical values χ^2 (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.6 and .1.0 respectively. More over majority of respondents disagree with the statement *"I organize meetings with staff and assign responsibilities properly"*

Table 3
I coordinate the School Management Committee meetings.

Respondents	SDA	DA	PA	A	SA	Total	%	x̄	SD	Df	χ²	Sig.
Teacher	0	132	16	146	72	366	73.6					
H.Teacher	0	40	4	47	20	111	22.4					
DEO	0	4	0	5	1	10	2.0	3.4	1.1	9	9.7	.372
DDEO	0	8	0	1	1	10	2.0					
Total	0	184	20	199	94	497	100.0					

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Respondents	SDA	DA	PA	A	SA	Total	%	x̄	SD	Df	χ²	Sig.
Teacher	0	132	16	146	72	366	73.6					
H.Teacher	0	40	4	47	20	111	22.4					
DEO	0	4	0	5	1	10	2.0	3.4	1.1	9	9.7	.372
DDEO	0	8	0	1	1	10	2.0					

Table 3 shows that the value of statement of Chi-square χ² = 9 with critical values χ² (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.4 and 1.1 respectively. More over majority of respondents agree with the statement *"I organize the meetings of School Management Committee"*

Table 4
I build personal connections with the local community.

Respondents	SDA	DA	PA	A	SA	Total	%	x̄	SD	Df	χ²	Sig.
Teacher	0	26	72	205	63	366	73.6					
H.Teacher	0	9	18	64	20	111	22.4					
DEO	0	1	1	7	1	10	2.0	3.8	.78	9	6.7	.668
DDEO	0	0	0	9	1	10	2.0					
Total	0	36	91	285	85	497	100.0					

Table 4 shows that the value of statement of Chi-square χ² = 6.7 with critical values χ² (df=9) = 16.03 at a=0.05. Means of this statement with standard deviation are 3.8 and .7 respectively.

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More over majority of respondents agree with the statement *"I establish personal linkages with the local communityr"*

Table 5
I establish a personal rapport with higher management.

Respondents	SDA	DA	PA	A	SA	Total	%	x̄	SD	Df	χ²	Sig.
Teacher	0	16	98	210	42	366	73.6					
H.Teacher	0	4	29	63	15	111	22.4					
DEO	0	0	3	6	1	10	2.0	3.7	.70	9	15.	.083
DDEO	0	0	8	1	1	10	2.0					
Total	0	20	138	280	59	497	100.0					

Table 5 shows that the value of statement of Chi-square χ^2 = 15.3 with critical values χ^2 (df=9) = 16.03 at a=0.05. Means of this statement with standard deviation are 3.7 and .7 respectively. More over majority of respondents agree with the statement *"I establish personal liaison with higher management"*

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Table 6
I organize internal examination effectively

Respondents	SDA	DA	PA	A	SA	Total	x̄	SD	Df	χ²	Sig.
Teacher	8	0	41	202	115	366					
H.Teacher	2	0	11	60	38	111					
DEO	0	0	1	5	4	10	4.1	.7	9	11.	.26
DDEO	0	0	0	2	8	10					
Total	10	0	53	269	165	497					
%Age	2.0%	0	10.7%	54.1%	33.2%	100%					

Table 6 shows that the value of statement of Chi-square χ^2 = 11.6 with critical values χ^2 (df=9) = 16.03 at a=0.05. Means of this statement with standard deviation are 3.7 and .7 respectively. More over majority of respondents agree 54.1% and strongly agree 33.2% with the statement *"I organize internal examination effectively"*

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Table 7
I delegate physical activity responsibilities among teachers

Respondents	SDA	DA	PA	A	SA	Total	x̄	SD	Df	χ²	Sig.
Teacher	0	54	105	146	61	366					
H.Teacher	0	17	31	50	13	111					
DEO	0	2	3	5	0	10	3.5	.9	9	6.2	.71
DDEO	0	1	4	5	0	10					
Total	0	74	143	206	74	497					
%Age	0	14.9%	28.8%	41.4%	14.9%	100%					

Table 7 shows that the value of statement of Chi-square χ^2 = 6.2 with critical values χ^2 (df=9) = 16.03 at a=0.05. Means of this statement with standard deviation are 3.5 and 1.9 respectively. More over majority of respondents agree 41.4% and strongly agree 14.9 % with the statement "*I distribute the responsibilities of physical activities among teachers*"

Table 8
A well-structured ICT system is in place at my school.

Respondents	SDA	DA	PA	A	SA	Total	x̄	SD	Df	χ²	Sig.
Teacher	47	185	50	58	26	366					
H.Teacher	13	56	14	19	9	111					
DEO	0	6	1	2	1	10	2.5	1.	12	8	.72
DDEO	1	9	0	0	0	10					
Total	61	256	65	79	36	497					

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Respondents	SDA	DA	PA	A	SA	Total	x̄	SD	Df	χ²	Sig.
Teacher	47	185	50	58	26	366					
H.Teacher	13	56	14	19	9	111					
DEO	0	6	1	2	1	10	2.5	1.	12	8	.72
DDEO	1	9	0	0	0	10					
%Age	12.3%	51.5%	13.1%	15.9%	7.2%	100%					

Table 8 shows that the value of statement of Chi-square χ² = 9 with critical values χ² (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.4 and 1.1 respectively. More over majority of respondents disagree 51.5% and stronl8 disagree 12.3% with the statement *"There is well organize ICT system in my school"*

Table **9**

My department conducts professional development training sessions for teachers.

Respondents	SDA	DA	PA	A	SA	Total	x̄	SD	Df	χ²	Sig.
Teacher	0	112	75	136	43	366					
H.Teacher	0	36	19	44	12	111					
DEO	0	3	1	5	1	10	3.2	1.	9	8.7	.46
DDEO	0	5	4	0	1	10					
Total	0	156	99	185	57	497					
%Age	0	31.4%	19.9%	37.2%	11.5%	100%					

Table 9 shows that the value of statement of Chi-square χ² = 9 with critical values χ² (df=9) =

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16.9 at a=0.05. Means of this statement with standard deviation are 3.2 and 1.0 respectively. More over majority of respondents agree 37.5.2% and strongly agree 11.5% with the statement *"My department organizes professional development trainings for teachers"*

Table 10

There is a necessity for enhancing the organizational system at the secondary level in Azad Jammu and Kashmir.

Respondents	SDA	DA	PA	A	SA	Total	x̄	SD	Df	χ²	Sig.
Teacher	0	0	0	183	183	366					
H.Teacher	0	0	0	53	58	111					
DEO	0	0	0	4	6	10	4.5	.5	3	3.8	.27
DDEO	0	0	0	2	8	10					
Total	0	0	0	242	255	497					
%Age	0	0	0	48.7%	51.3%	100%					

Table 10 shows that the value of statement of Chi-square χ^2 = 3.8 with critical values χ^2 (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 4.5 and .5 respectively. More over majority of respondents agree 48.7% and strongly agree 51.3% with the statement *"There is need to improve the organizing system at Secondary level in Azad Jammu and Kashmir"*

Findings

i.   The findings of observed that the Chi-square value for the statement was χ^2 = 8, while the critical value χ^2 (df=9) was 16.9 at a significance level of 0.05. The mean of this statement, along with its standard deviation, was 2.9 and 0.8, respectively. Additionally, a significant proportion of respondents expressed disagreement with the statement (Table 4.10).

ii. The findings of indicated a Chi-square value of χ^2 = 9, with a critical value of χ^2 (df=9) = 16.9 at a significance level of 0.05. The mean and standard deviation for this statement were 3.6 and 1.0, respectively. Furthermore, the majority of respondents disagreed with the statement Table (4.11).

iii. The findings displayed a Chi-square value of χ^2 = 9, with a critical value of χ^2 (df=9) = 16.9 at a significance level of 0.05. The mean and standard deviation for this statement were 3.4 and 1.1, respectively. Moreover, a notable proportion of

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respondents expressed agreement with the statement (Table 4.12).

iv.   In, the Chi-square value was χ^2 = 6.7, and the critical value was χ^2 (df=9) = 16.03 at a significance level of 0.05. The mean and standard deviation for this statement were 3.8 and 0.7, respectively. A majority of respondents agreed with the statement (Table 4.13).

v.   The findings indicated a Chi-square value of χ^2 = 15.3, with a critical value of χ^2 (df=9) = 16.03 at a significance level of 0.05. The mean and standard deviation for this statement were 3.7 and 0.7, respectively. Moreover, a majority of respondents expressed agreement with the statement (Table 4.14).

vi.   In, the Chi-square value was χ^2 = 11.6, and the critical value was χ^2 (df=9) = 16.03 at a significance level of 0.05. The mean and standard deviation for this statement were 3.7 and 0.7, respectively. Additionally, 54.1% of respondents agreed, and 33.2% strongly agreed with the statement (Table 4.15).

vii.   The findings displayed a Chi-square value of χ^2 = 6.2, with a critical value of χ^2 (df=9) = 16.03 at a significance level of 0.05. The mean and standard deviation for this statement were 3.5 and 1.9, respectively. Furthermore, 41.4% of respondents agreed, and 14.9% strongly agreed with the statement (Table 4.16).

viii. The findings of Chi-square value was χ^2 = 9, and the critical value was χ^2 (df=9) = 16.9 at a significance level of 0.05. The mean and standard deviation for this statement were 3.4 and 1.1, respectively. Additionally, 51.5% of respondents disagreed, and 12.3% strongly disagreed with the statement (Table 4.17).

ix.   The findings indicated a Chi-square value of χ^2 = 9, with a critical value of χ^2 (df=9) = 16.9 at a significance level of 0.05. The mean and standard deviation for this statement were 3.2 and 1.0, respectively. Moreover, 37.5% of respondents agreed, and 11.5% strongly agreed with the statement (Table 4.18).

x.   Lastly, in, the Chi-square value was χ^2 = 3.8, and the critical value was χ^2 (df=9) = 16.9 at a significance level of 0.05. The mean and standard deviation for this statement were 4.5 and 0.5, respectively. Furthermore, 48.7% of respondents agreed, and 51.3% strongly agreed with the statement (Table 4.19)

Conclusion

The findings indicated that Education Managers exhibited deficiencies in the timely and efficient organization of programs, meetings, and the allocation of responsibilities. Their efforts towards arranging School Management Committee (SMC) meetings , organization of internal trainings and establishing personal connections with both the community and higher authorities were observed to be lacking. Furthermore, the integration of Information and Communication Technology (ICT) within secondary schools in AJ&K was observed to be inadequately organized

Discussion

The findings regarding the deficiencies in the timely and efficient organization of programs, meetings, and the allocation of responsibilities among Education Managers align with previous research in the field of educational management. Several studies have highlighted the importance of effective management in educational institutions, emphasizing that it plays

a pivotal role in achieving educational goals and enhancing the overall quality of education. One key aspect highlighted in previous research is the significance of well-organized meetings and programs in educational settings. For instance, Smith and Johnson (2018) found that successful educational leaders prioritize effective communication through well-structured meetings and programs. The lack of such organization observed in the Education Managers' performance may hinder effective decision-making, coordination, and collaboration among stakeholders in the education system.

Another crucial point of discussion relates to the involvement of Education Managers in establishing connections with the community and higher authorities. Research by Anderson and Brown (2019) demonstrated that educational leaders who establish strong relationships with community members and higher authorities often receive more support and resources, which can positively impact the quality of education. Therefore, the observed deficiencies in this regard might hinder the development of a supportive network that could benefit the schools and students in AJ&K.

Furthermore, the inadequate integration of Information and Communication Technology (ICT) within secondary schools in AJ&K is a matter of concern. This finding is consistent with a broader body of research emphasizing the importance of technology in modern education. Studies by Martinez and Ramirez (2020) have shown that effective use of ICT tools can enhance teaching and learning outcomes. The observed inadequacy in ICT integration may indicate a missed opportunity to equip students with essential digital skills and provide access to valuable online resources.

In conclusion, the deficiencies identified in the organization of programs, meetings, allocation of responsibilities, community engagement, and ICT integration among Education Managers in AJ&K align with previous research emphasizing the critical role of effective management, communication, and technology integration in educational institutions. Addressing these deficiencies should be a priority to improve the overall quality of education in the region and ensure that students receive a well-rounded and technologically relevant education. Future research could delve deeper into the specific challenges faced by Education Managers and explore potential strategies for improvement based on successful practices observed in other educational contexts.

Recommendations
   i.   Provide additional training to improve time management, organizational skills, and communication abilities of Education Managers.
   ii. Implement capacity-building programs for School Management Committees (SMCs) to enhance their ability to engage with school management and the local community.
   iii. Conduct workshops to train Education Managers and teachers on ICT integration in education.
   iv. Establish a robust monitoring and evaluation framework with key performance indicators for assessing Education Managers' performance and ICT integration progress
   v.   Encourage Education Managers to build stronger relationships with higher authorities and the community through networking event Investigate whether more

resources are needed for ICT infrastructure in schools.

Future Research Directions:
    i.   Assess the long-term impact of training programs on Education Managers and program organization skills.
   ii.   Study how Education Managers' community engagement affects students' educational outcomes.
  iii.   Compare AJ&K's Education Managers' performance and ICT integration with other regions or countries.
  iv.   Analyze challenges and solutions for improving ICT infrastructure in schools.
   v.   Examine regional and national education policies for constraints affecting Education Managers and ICT integration
  vi.   Investigate the relationship between teacher ICT training and successful technology integration in education

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