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Influence of Organizational Structure on Learners' Achievement at Public and Public-Private Partnership Model Adopted Institutions

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Abstract: *The present study attributed to determining the influence of organizational structure on learners' achievement. For this purpose, a public and public-private partnership model adopted by schools was considered. A quantitative, descriptive approach was followed, and a survey technique was used. The study was delimited to Punjab province and also delimited to public elementary schools, and the PPP model adopted FAS and EVS schools. The multi-stage random sampling procedure was followed to choose the sample. The sample was comprised of 652, including 506 Heads from Public schools and 146 Heads from PPP model-adopted schools. The researchers developed a questionnaire, validated before the actual collection of data. It was concluded that different parameters of the organizational structure of both types of institutions influence learners' achievement. A fully developed organizational structure of schools leads to better learners' academic achievement and results in improved performance of schools. Therefore, it was recommended that efforts should be made to develop a better organizational structure.*

Introduction

Education is the compendium of skills with the twitch of teaching enabling the students to grasp and transform theoretical guidelines into practical and tangible skills. An established system makes it possible to acquire information, transform it into knowledge and ultimately to the knowledge which gives rise to the plea of progress. Such progress makes the personality embedded in realms of knowledge as a part of the personality that relies upon its use and enables it to go forward. Personalities go for embarking upon new ideas at the first level sharing these at the second, and selling these at the final level. The teacher lays the foundation for hatching the ideas because his duty is to impart instructions.

The fact lies in the instruction that the teacher grooms the personalities to critically evaluate the worth of whatever has been presented to the students. The critical evaluation makes the students interact and react with the materials before making them acceptable to them.

This is an articulation of the learning environment which is possible by following the routine rut on one side and embarking upon a thought-provoking way on the other side (Farah, 2013). The first environment is found prevalent in the public sector schools, and the second is maintained in the private sector because they feel themselves under the pressure of the community

at the local level and competitiveness at the international level (Ahmed, [2005](#)), (Shukla, 2014).

An organizational diagnosis requires the educationists to systematically analyze the different aspects of the institution, such as periodic review and analysis of the organizational structure, organizational culture, leadership, motivation, communication, conflict management, the process of change, strategic planning, decision making, the distribution and sharing of authority in the institution (Palestini, [2005](#)).

The function of SED is “the legislation, policy formulation and planning for education and maintaining standards of education by formulating the curricula and syllabi up to class XII and also to manage production and publication of textbooks for class I to XII” (Education in Pakistan, 2002).

A public-private partnership (PPP) model adopted by Punjab Education Foundation (PEF) established as an autonomous body vide an act “the Punjab Education Foundation Act of 1991” “to encourage and promote education in the private sector operating on non-commercial/non-profit basis” It was reorganized in the year 2014 under the Punjab Education Foundation Act-XII of 2004 for “the promotion of education especially encouraging and supporting the effort of the private sector in providing education to the poor through public-private partnership” (Govt. of Punjab, 2004 & 2005).

The vision of Punjab Education foundation is “to promote an educated society in partnership with the private sector to get access to the basic right of education in Punjab” The mission of Punjab Education Foundation is “Promotion of quality education through Public Private Partnership, encouraging and supporting the efforts of the private sector through technical and financial assistance, innovating and developing new instruments to champion wider

educational opportunities to the underprivileged children at affordable cost” (Dronker & Robert, [2003](#)).

The functions of the foundation are “the provision of financial assistance for the establishment, expansion, improvement and management of educational institutions working under the umbrella of PEF” (Malik, [2010](#)) (Arshad & Qamar, [2018](#)).

The mix of the two systems of the schools may surrender better dividends, hence after multifarious experimentation. Punjab Education Foundation partner schools have been brought into being alongside public and private schools, which work under the umbrella of public-private partnership (Awan & Akmal, [2015](#)), (Arshad, Qamar & Gulzar, [2018](#)).

Since the idea is new and novel and more utilitarian in nature, hence drastic changes have also been brought about in these schools in terms of the body of knowledge to be passed on to organizational structure and to aspired outcomes of the system at public-private partnership schools. Teacher ever remains at the helm of affairs in creating the teaching-learning environment at the schools. Funding goes waste if the teacher remains dormant. The school environment attracts the task force to work there to take the initiative, undertake risks to implement new ideas, improve students' dedication towards the cause of learning, narrow down the financial disparities and bring quality to education (Aziri, [2015](#)).

Professionals are expected to be updated and ready to act and react to the situation at hand. Continuous professional development (CPD) has been provided with a space in the system so that the teachers remain motivated and filled with zeal to learn and make their students learn (Duruji, Azuh, & Oviasogie, [2014](#)), (OECD, 2012). Learning is possible through adopting certain measures that have been introduced in the shape of tests for students' admission and performance evaluation of the schools enabling them to serve

the cause (Mushtaq, [2014](#)), (Mushtaq, Saghir, Kayani, & Alam, [2015](#)). Centralization of the system faces deterrents, so it has been made a bit decentralized by making space for openness and experimentation.

The new parameters which became a matter of significance included continuous monitoring of the teachers, the conduct of co-curricular activities, decision-making and staff involvement, the satisfaction of staff, power sharing, students-centred nature of teaching, method of induction of staff, school building and furniture, school climate, student-teacher ratio and distribution of workload among the staff (Iqbal, [2012](#)). Since the fore cited parameters are the essentials for a school, and these do exist earlier in Public schools (Mahmood & Gondal, [2017](#)).

With the revival of the pre-set norms, there should have to be a change in the schools of both types, i.e. public and private partnership model adopted schools declared as Punjab Education Foundation partners and Public schools in Punjab (Arshad, Haq & Khan, [2020](#)). In view of the circumstances, it becomes essential to look into the details of workability in both the types of schools, i.e. PEF partner schools and the Public schools. Hence the study “to analyze the influence of organizational structure on students’ achievement at Public and public-private partnership model adopted schools, i.e. Punjab Education Foundation partner schools in Punjab, Pakistan” becomes indispensable.

Objectives of the Study

The objective of this paper was to determine the influence of organizational structure on learners’ achievement at public and public-private partnership model-adopted schools.

Research Questions

1. What is the influence of organizational structure on learners’ achievement at Public schools?

2. What is the influence of organizational structure on learners’ achievement at public-private partnership model adopted schools?

Research Methodology

A quantitative, descriptive approach was adopted, and a survey design was followed to conduct this study. This study is imperative, and limited studies were performed in this research area in the dimensions of the Punjab province of Pakistan. The survey of the perceptions of both administrators, i.e. Head Teachers and Principals of public elementary schools and public-private partnership model adopted schools, respectively. As the research study was delimited to Punjab province, therefore all administrators of the Public and PPP model-adopted schools of Punjab were the overall population of the study. The multi-stage random sampling procedure was sketched for the selection criteria of the sample (Gay, Mills & Airasian, [2009](#)). Firstly, the Sahiwal division was selected from the nine divisions operating in Punjab province on an administrative basis. The accessible Sahiwal division consists of three districts, i.e. Sahiwal, Pakpattan and Okara district. The rationale for selecting the Sahiwal division was logically based on the Performance Evaluation Index (PEI) maintained by PMIU, which many times declared the Sahiwal division a top-performing division among divisions of Punjab (Notification16553, 2018).

Secondly, 70% research participants were taken from public elementary schools, and the PPP model adopted schools randomly from each district of the administrative Sahiwal division. So, a total sum of 652 participants was chosen for the research study having 506 Heads of public schools and 146 Heads of PPP model-adopted schools. There is no distinguishing between boys, girls, rural and urban and given equal opportunity. A questionnaire was framed to determine the effect of organizational structure on students’ achievement with the assistance of

research area experts to consider the perception of the research participants. The reliability and validity of the research instrument were assured. Reliability was found to be 0.86, which was good. The Heads of both categories were the appropriate persons to give answers about this

study. So, perceptions of Heads were collected via personal visits or through friends.

For learners' achievement, gazette notification of PEC of grade 8th was observed, and an average score was taken.

Analysis and Presentation of Results

Table 1

Regression Analysis for Public Schools

Dimensions of Organizational Structure	b	SE b	Beta	t	Sig.
Constant	44.417	3.829		11.60	.000
Consultation with a colleague for timetable adjustment	.628	.254	.105	2.470	.014
Give appropriate value to senior faculty opinions	.474	.247	.082	1.919	.056
Higher authority takes a decision to consider the fundamental points of decision-making criteria	.918	.248	.158	3.704	.000
Teaching faculty likely to feel satisfied with the job	.529	.246	.091	2.147	.032
Continuous monitoring of the performance of teaching cadre staff	.657	.314	.114	2.091	.037
Regular conduction of co-curricular activities at an institution	.521	.253	-.088	-2.058	.040
Appropriateness of teacher-student ratio	.440	.258	.073	1.706	.089
Usage of financial resources	.467	.246	.080	1.896	.059
Follow the organized structure of the institution	.625	.248	.108	2.526	.012
A well-designed selection procedure was performed	.448	.242	.078	1.853	.064
The school building is standard	.543	.241	.096	2.256	.025
Learners maintained the objectives of national standards	-.422	.247	-.074	-1.712	.088
Classrooms are spacious	.743	.242	.131	3.070	.002
Accommodate school repute in the locality	.616	.249	.106	2.473	.014
Multiple R	0.602	R Square	0.362		
Durbin Watson	1.607	F-statistic	3.505		
Observations	506	F-significance	.000		

Data was not auto correlated shown by the Durbin-Watson value (1.607). The group of explanatory variables has a statistically significant relationship with dependent variables, indicated through F statistics and F significance. R (0.602) portrays the correlation between a dependent variable and an independent variable. Regression statistics of R square (0.362) describe a 36.2% variance in students' academic achievement.

The dimensions of organizational structure such as consultation with a colleague for timetable adjustment, giving appropriate value to senior faculty opinions, higher authority taking a decision to consider the fundamental points of decision-making criteria, teaching faculty likely to feel satisfied with the job, appropriateness of Teacher-student ratio, usage of financial resources, follow the organized structure of the institution, the well-designed selection procedure was performed, the school

building is standard, classrooms are spacious and accommodate school reputes in the locality showed a positive influence on students' achievement. In comparison, the dimensions of organizational structure, like regular conduction

of co-curricular activities at institutions and learners maintaining the objectives of national standards, have shown a negative influence on students' achievement.

Table 2

Regression Analysis for Public-Private Partnership Model Adopted Schools

Dimensions of Organizational Structure	b	SE b	Beta	t	Sig.
Intercept	307.446	21.548		14.268	.000
Student's progress is monitored continuously	7.539	3.026	.243	2.491	.014
Experienced staff opinions are valued	-5.925	2.577	-.211	-2.299	.023
Parents teacher meetings are conducted regularly	6.856	3.130	.206	2.190	.031
The performance of teachers is monitored continuously	4.166	2.504	.151	1.664	.099
Activities are planned for students	-4.398	2.477	-.156	-1.775	.079
Schools are properly equipped	-5.497	2.552	-.207	-2.154	.033
Teacher student ratio is appropriate	7.320	2.447	.246	2.992	.003
Monitoring of quality of work of faculty	9.057	1.954	.369	4.635	.000
Maintain a portfolio of learners	4.830	1.831	.209	2.639	.010
Maintain proper institutional records	10.744	4.571	-.375	-2.351	.020
Availability of A.V. Aids in the institution related to syllabus	-5.549	3.244	-.162	-1.711	.090

Multiple R (0.663), R Square (0.440), Durbin Watson (2.017), F-statistic (2.668), Observations (146), F-significance (0.00),

Data was not autocorrelated shown by the Durbin-Watson value (2.017). The group of explanatory variables has a statistically significant relationship with dependent variables, indicated through F statistics (2.668) and F significance (.000). R (0.663) indicated a moderate to a strong positive relationship between the dependent variable and independent variable. Regression statistics of R square (0.440) describe a 44% variance in overall students' academic achievement.

The domains of organizational structure such as continuous monitoring of students, regular conduct of parents' teacher meetings, continuous monitoring of the performance of teachers, appropriate student-teacher ratio, monitoring of the quality of work of faculty, and maintaining a

portfolio of learners showed a positive influence on learners' academic achievement.

The different directions of organizational structure, like experienced staff opinions, are valued, activities are planned for students, schools are properly equipped, school records are properly maintained, and A.V. Aids in a match with curriculum available in schools have a negative influence on students' achievement.

Conclusions

The parameters of organizational structure like timetable adjustment made after consultation with colleagues, appropriate value to senior faculty opinions, higher authority taking a decision to consider the fundamental points of decision-making criteria, job satisfaction, monitoring of the performance of teachers,

appropriateness of teacher-student ratio, usage of financial resources, organized structure, recruitment follow prescribed criteria, standard school building, spacious classrooms (Ali, 2006) and reputation of the school in the society be conducive to the performance of students at public schools (National School Climate Council, 2012), (Rabbani, & Hameed, 2016), (Rashid, 2011), (Shabbir et al. 2014). The parameters of organizational structure (Glatter, 2012), such as monitoring of student's progress, the conduct of parent-teacher meetings, monitoring of the performance of teachers, appropriate teacher-student ratio, proper teachers work monitoring, and making of a portfolio of students, contributed to the achievement of students at PPP model adopted schools, i.e. Punjab Education Foundation partner schools. It was concluded that different parameters of the organizational structure of both types of schools influence students' achievement. A fully developed organizational structure of school leads to better students' academic achievement and results in improved performance of schools. Therefore, it is recommended that efforts should be made to develop a better organizational structure. The government may likely apply proper check and balance phenomena to improve the overall performance in academic as well as in co-curricular activities of both Public and PPP model-adopted schools. The research organization may conduct similar research to enhance the performance and reputation of the PPP model at the secondary level.

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