Implementation of School Improvement Plan through Results Based Management: A Framework to Practice

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ARTICLE DETAILS	ABSTRACT
History *Revised format: February2019* *Available Online: March 2019*	A school improvement plan is a "road map" that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. The objectives of the study were remained as, to identify the practices of Results Based Management (RBM) in relation with the implementation of School Improvement Plan (SIP) on the basis of performance, to explore the perceptions of the heads of schools and Secondary School Teachers (SSTs) about implementation of School Improvement Plan (SIP), to analyze the physical and educational facilitates in school improvement plan. A set of research questions was used to achieve the objectives of the study. The collected data was analyzed by using inferential and deferential techniques of data analysis. The findings and conclusions of the study show that School Improvement Plan is being carried out at secondary schools of Punjab through Result Base Management. It is also revealed that the whole process of school management is revolving around school improvement plan; administration has less training about result base management. Some recommendations are given to synchronize the process to achieve desired objectives of school improvement Plan.
Keywords *School Improvement Plan, Result Base Management, Roadmap*	
JEL Classification: O20, O29, O30, O39	

1. Introduction

A type of management strategy which focuses on performance, outcomes, impacts and achievement of outputs is called results based management. (Rist & Kusek, 2004). According to Rassapan (2003) the idea of the (RBME) Results- Based Management and Evaluation and (RBM) Results Based Management is presumed have been started with (MBO) Management By Objectives and (PPBS) Program Performance Budgeting System of Peter Drucker in the 1960s and progressed into the procedure of reasonable structure for the community segment in 1970s. Different countries have used this with changed names and forms in 1980s and 1990s. Presently it has been established into a confirmed and recognized method for the better answerability, usefulness and competency of public sector. The Zimbabwean Government initiated this in the year 2005 and this idea is being used by most of the international donor agencies now, which was discussed in the document prepared by Malaysian consultant for the Government

of Zimbabwe.

Results Based Management (RBM) is being used in many different public and private sectors institutions that's why it can also be used in education sector as well, here the demand can be aligned with the Results Based Management's (RBM) objective, to provide a rational structure for intended management and planning in a decentralized environment which is grounded on accountability and teaching/learning.

So the researcher can say a results based management strategy is such a type of strategy which ensures by its procedures, productions and facilities contributing to the attainment of defined objectives and anticipated activities. Its main focus is to get the consequences and refine performance, assimilating modules learnt into the decision of management, observing and recording on performance. The initiatives taken for infrastructure, teachers and students of the school to improve the quality of education and for better management are now being categorized with a "Road Map" (http://dsd.edu.pk/pages/contents/74), ensuring:

a)   Enrollment of all children of school going age will be 100%;
b)   Retention of all enrolled students up to 16 years will be 100%;
c)   Free, Compulsory and internationally Competitive education for all:
d)   Recruitment and transfer of HR on the basis of merit;
e)   Targets for officers and ranking of districts on the basis of targets achievement;
f)   Transparency in selection of officers and retaining them with accomplished targets; and
g)   Different incentives for good performance.

Statement of the Problem is given as "Implementation of School Improvement Plan through Results Based Management: A Framework to Practice"

2. Review of Related Literature
2.1   Results Based Management
Different things to different people or organization can be meant by Results Based Management (RBM). Simply we can say that RBM is broad management technique which is focused at changing the way as institutions operate and by new methods of improving techniques of performance.

"Results-based lending provides an added tool for Asian Development Bank (ADB) to better meet the needs of its developing member countries and improve development effectiveness," says Principal Planning and Policy Economist Xiaoqin Fan at ADB. (https://www.adb.org/features/piloting-results-based-lending-sri-lanka). Poate said in (1997) the effective application of results-based management lies upon the scope of procedure and performance which are presently related to the existing strategic structure or policy. Australian Public Service practices on a government aspect proposes that the institutional structure and policy might comprise formal Cabinet confirmation of assessment necessities, solid managerial and political funding, vibrant commands given by central organization to Cabinet for application and delegation of power to the responsible management.(p.56).

Fruitful application of RBM requires the back up of management system that uses the tool systematically for gathering, arranging, saving, examining and reporting of performance data. (Poate 1997, p.57; Olsen 1997, p.29; Price water house Coopers 1999, p.11). To complete the accountability process or framework a satisfying and effective work force is required. "Accountability is a double road. The association needs to give incentive to the employees who made the product less expensive." (National Performance Review 1999).

2.2   Results Based Management phases
Generally, organizational RBM practices can be divided in twelve procedures or phases, of which the first seven   relate   to   results-oriented   planning; (https://pndajk.gov.pk/.../RBM_Handbook_Working_Together_for_Children_July_2017)

a)   Investigating the problems to be talked and explaining their reasons and effects;
b)   Recognizing key shareholders and receivers, involving them in recognizing objectives and in designing interventions that meet their needs;
c)   Articulating probable results, in pure, quantifiable terms;
d)   Discovering performance indicators for each expected result, postulating precisely what is to be measured along a gauge;
e)   Set targets and standards for each indicator, specifying the expected or planned levels of result to

be achieved by specific dates;

f) Mounting a strategy by providing the theoretical outline for how expected results shall be understood, finding main modalities of action contemplative of restrictions and occasions and associated implementation agenda;

g) Matching probable results and the strategy forecast with the resources available;

h) Dealing and watching progress towards results with appropriate performance monitoring systems drawing on data of actual results achieved;

i) Recording and self-evaluating, comparing actual results, the targets and reporting on results achieved, the resources involved and eventual discrepancies between the "expected" and the "achieved" results;

j) Integrating lessons learned and findings of self-evaluations, interpreting the information coming from the monitoring systems and finding possible explanations to eventual discrepancies between the "expected" and the "achieved".

k) Disseminating and discussing results and lessons learned in a transparent and iterative way.

l) Using performance information coming from performance monitoring and evaluation sources for internal management learning and decision-making as well as for external reporting to stakeholders on results achieved.

2.3   School Improvement Plan

The basic issue to be focused regarding the school improvement is concrete concept of schools and school system. Schools equip the students with knowledge, attitude and the skills which are important for the society and prepare them to serve the society in a better way. The core of school Improvement is the process of making school effective,   (Jeilu, 2010, p.173), states "school improvement is an activity to improve the input and process in order to improve teaching learning and students result". School Improvement focuses on the outcomes as well as the importance of input add to the better of society in which they function, by preparing them with acquaintance, attitude and expertise related to social norms and the demand of society. They are principally places where all pupils enter to learn. Schools therefore, are electric with tasks for delivering more efficiently the most vital instructive services teaching and learning. School progress as an activity to advance the input and course in directive to expand teaching learning and students result. In this situation school development is not only about the outcome, but also the significance of input.

School improvement is commonly defined as the overall efforts to make schools healthier places for learners to study in and the different tactic for educational variation that enrich students' outcome as well as managing change. (Dimmock, 2000). They are probable to satisfy the desires of all pupils through polices of presence at a time to adopt their obligation more fruitfully, schools should progress their overall practices. The process of making schools effective is a core of what is called school development. According to educational improvement commission EIC (2000) a school improvement plan is a road map that circles out the steps a school needs to take to advance the level of students' success and display how and when these steps will be taken.

The main focus of school improvement is enhancing students learning outcomes. By coordinating different activities, planning, supervision and estimation etc. of school chores serve as a frame of reference according to their prime concern. The area of SIP is different in different countries. For e.g. the school domains were divided into four categories in MOE (2006) and ACT (2009). These four domains were mentioned in ACT, Learning and Teaching, Leading and Managing, Conducive environment and Community involvement.

Harris, A (2002) states that, no doubt at school level there are many options for the teachers to reset the classroom accordingly for the improvement in teaching and learning process. (As it is an important component of learning outcome). Fulan (1992) and Harris, A. (2002) have stated that school improvement research signifies the main part of teaching learning in accordance of constant school improvement. The curriculum considered very important in teaching and learning process. In the preparation and implementation of curriculum, teachers are the basic factor in delivering content and evaluating the curriculum.

For the safe school improvement, surrounding and healthy climate of school environment plays substantial role. MOE (2006) states school environment is based on the factors such as Focus on students, students' authorization, students support and implementation of school improvement. The concept of community participation regarding educational affairs is most over used but least understood. The stake holders share and impact the decision on resources and development initiative by their participation in the community development process.

Kruger,A.G.(1996) has also highlighted the following given actions as for parents to participate in schools activities like ; assisting children in their home task, fund raising; keep the building and grounds in working conditions; carrying of pupils; Arrangement of school functions, supporting in co-curricular activities and facilitating in school activities. (p. 83). Harris and Linda Lambert (2003) defined the perception of leadership as an indorsed variable depend upon communications among leader supporter and Context.

2.4   Principle of School Improvement Plan

According to Luneburg and Ornstein (1991) there are some guiding principles which are important for school improvement are listed as:

a) Set of goals should be applied from mission statement of school that should be easy to understand.
b) There should be a continuous checking and evaluation of students' success.
c) School should help all students' especially low achievers by tutoring and toppers by starting any refinement program.
d) Principal and teachers should be engaged in enhancing capability to modify their information, knowledge and to polish their positive thinking.
e) Every teacher should participate for the success of progressive school programs regarding staff development and educational planning.
f) School community relationships should be strong in the safe and healthy environment of the school to involve the parents and community in the implementation of SIP.
g) The staff, students and parents all should share the responsibility of leadership.   (p. 294)

 Stoll and Dean Fink (1996) highlight parents, school district, community pupils and other as contributing partners of school. Schools can involve parents contributing a lot in the success of pupils by creating a strong sense of relationship. Barnes (2004) propose that the way to launch a school improvement the first step is to form school improvement team which is a cluster of people who work collectively to develop lead and coordinate the school improvement process. (p. 5)

The school Improvement is a very difficult process which can be confronted by diverse aspects during its stage of implementation. In this approach, (Fullan, 2001, p. 89-90) has mentioned that when a fresh derivative is presented unfeasible it will make difficulties for individuals and for institutions. Thus, for accomplishment of the program it is essential to consider stimulating aspects prior to the implementation of the program and in owing process. A few complications identified by Khosa (2009) contain; dysfunctional schools are fail to attain learning outcomes by the negligence of not converting time, teaching, physical and financial assets into learning process properly. In proper, incomplete and poor methodology of delivery curriculum is another major problem of the system. More to that, ineffective district support and monitoring functions also work as a hurdle in improvement. Last but not least, support of community to school is not significant.

The main problem that challenge school improvement efforts contain; missing of providing performance standards for pupils, teachers, staff and develop a standard guide system to evaluate the schools, create incentive systems to encourage self and peer monitoring and evaluation, and stimulate support and community for quality education. Earl et al., (2003). Stoll and Fink (1996) specifies as (Anderson, 1992, p. 84) says lack of willingness, awareness and knowledge of required change, incompetency to make the change and belief that change will bring no difference to the students are major challenges in attainment of SIP.

School improvement manual (MOE, 2007, p. 2-3) also explains the hindrances of SIP implementation such a shortage of training, reluctant school teaching and administrative faculty, unacceptable deviation from traditional practices, no organized efforts for programme monitoring, no focus on awareness of stakeholders and absenteeism of their participation at different level. Similarly, Harris and Chapman (2002) also stated implementation of SIP in developing countries as a challenge to bring changes in working system in school management. Similarly in Pakistan, deficiency of important inputs, low level of dedication and inspiration, poor management abilities are the expected challenges we have to face in applying SIP.

The objectives of the study were as to:
a) Identify the practices of Results Based Management (RBM) in relation with the implementation of School Improvement Plan (SIP) on the basis of performance.
b) Explore the perceptions of the heads of schools and Secondary School Teachers (SSTs) about implementation of School Improvement Plan (SIP).

c) Analyze the physical and educational facilitates in school improvement plan.

3. Methodology
Study was descriptive in nature and survey method was used to collect the data from respondents included in the study. Besides, following procedure was used to carry out the study;

3.1 Population
The purpose of the study was to investigate and obtain the perspectives of educationalists on the basis of change initiative and explore the experiences, reflections and opinions of those who actually implement the changes in schools. Therefore, the population had to be defined at two categories. For the first category, the institution's heads that formed the population of the study and at second category, the teachers (SSTs) of all the institutions in the population.

3.2 Sampling
Stratified random sampling procedure was adopted which was focused on the districts included in the study. Districts were selected on the basis of literacy rate (AEPAM, 2011) and http://www.pbs.gov.pk/pco-punjab-tables as given below:

a)   Three districts with the highest literacy rate from the province.
b)   Three districts with the lowest literacy rate from the province.
c)   Three districts with the middle level literacy rate from the province.

Details are as follow

   a) 361 out of 4941 heads of Secondary Schools from the Punjab province. (Gay, 2009, p. 125).
   b) 380 out of 181356 (SST), from the province of the Punjab teaching Secondary classes. (Gay, 2009, p. 125).

Because of large population, geographical conditions, shortage of time and large number of school which were not easily accessible for the collection of data so the number of schools' heads were reduced to 223 and number of teachers have increased to 840 by using convenience sampling. Convenience sampling is known as availability sampling, a specific type of non-probability sampling method which depends on the collection of data from the respondents of population who are conveniently accessible to contribute in the study.   (https://research-methodology.net/sampling-in-primary-data-collection/convenience-sampling/)

3.3   Research Design
The research was descriptive in nature as data was collected by questionnaire. It was quantitative and survey method used. Questionnaire. The research tool which was used in this study close ended with five-point Likert scale questionnaires.

3.4 Pilot Study
To check the reliability and validity of the instrument a pilot testing of the instrument has been done in the 4 Schools of District Bahawalnagar (Five Tehsils) with equal participation of urban & rural and male & female school which were not included in the sample, and for the validity of the instrument it has been checked by the three experts of the of their field of specialization i.e., One for Public Management field, one from the education department office and one from the school management specialist.

4. Data Analysis
The data collected by means of different questionnaires was tabulated, interpreted and analyzed by using statistical formula to get quantitative analysis, i.e., percentage, mode, median and z-value were used. To analyze the data, weightage to different options was given as, S.A=5, A=4, Un.C=3,D.A =2 and for S.D.A=1. Data was grouped, coded & analyzed by using statistical techniques of Percentage (%), Weighted Mean (W.M), Standard Deviation (S.D), ANOVA, t-Test & Post Hoc Test through Excel, 2010 & SPSS Version 6.

4.1   Findings of the Study

Table 1: Group: Heads and Teachers of Secondary Schools

Respondents Group	Population	Sample	Questionnaires Distributed	Questionnaires Returned	Rate of return
Head of the school	5590	223	223	200	89.68%
Teachers (SSTs)	31,517	840	840	803	95.59%

Figure 1: Group: Mean: 4.12, S.D: 0.44 & C.Intrv =(4.56+3.68)
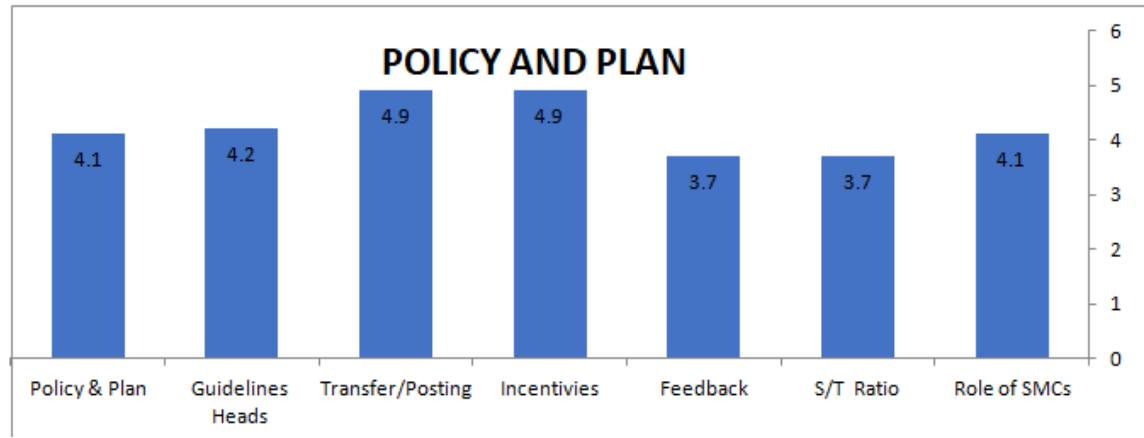
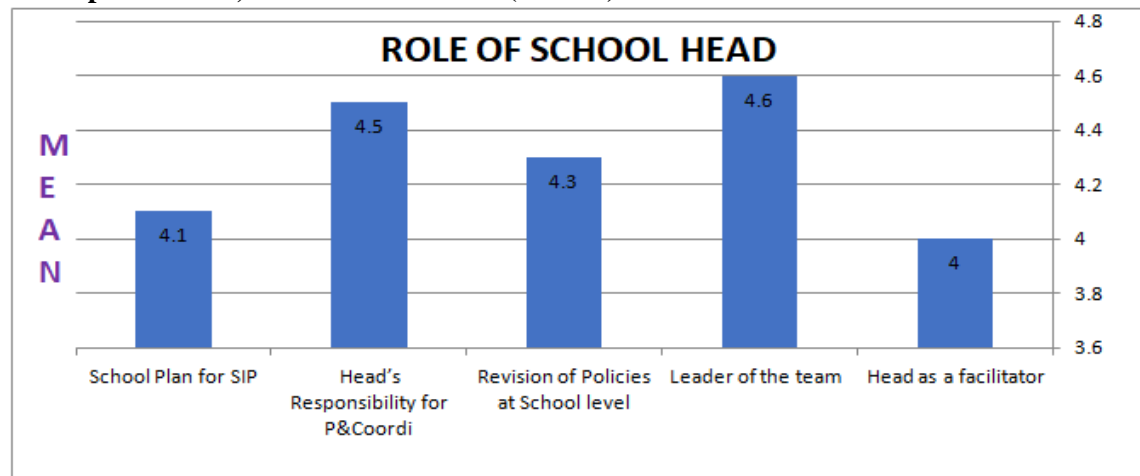**Figure 2: Group Mean: 4.3, S.D: 0.3 & C.Intrv : (4.6+4.0)**

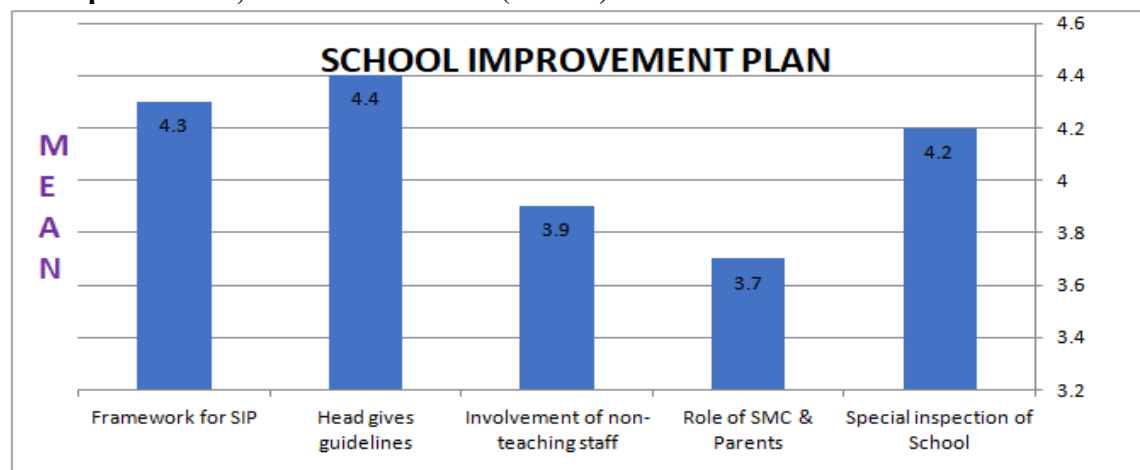**Figure 3: Group Mean: 4.1, S.D: 0.3 & C.Intrv: (4.4+3.8)**

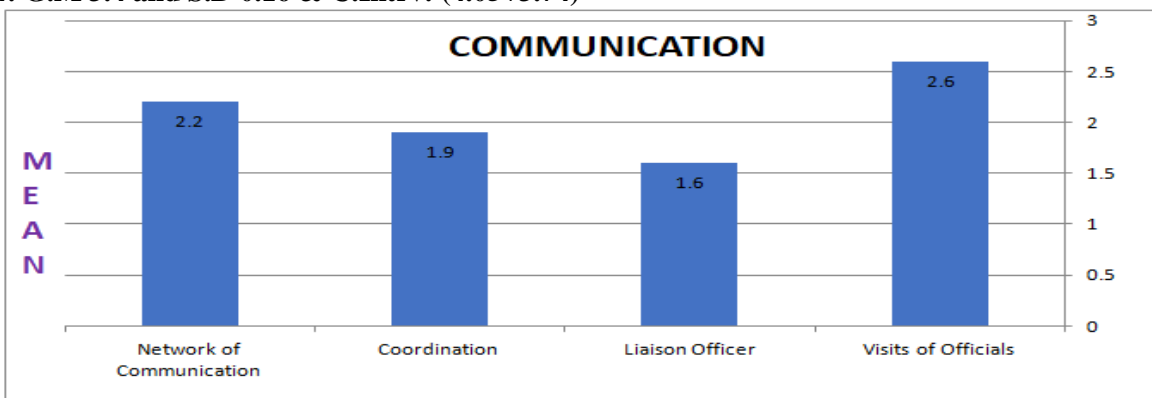**Figure 4: G.M 3.4 and S.D 0.16 & C.Intrv: (4.05+3.74)**

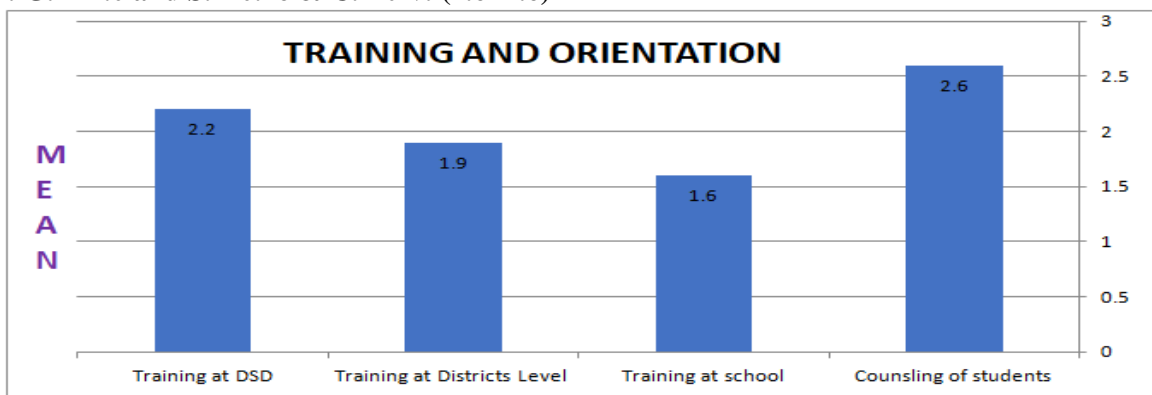**Figure 5: G.M 2.0 and S.D 0.16 & C.Intrv: (2.6+1.6)**

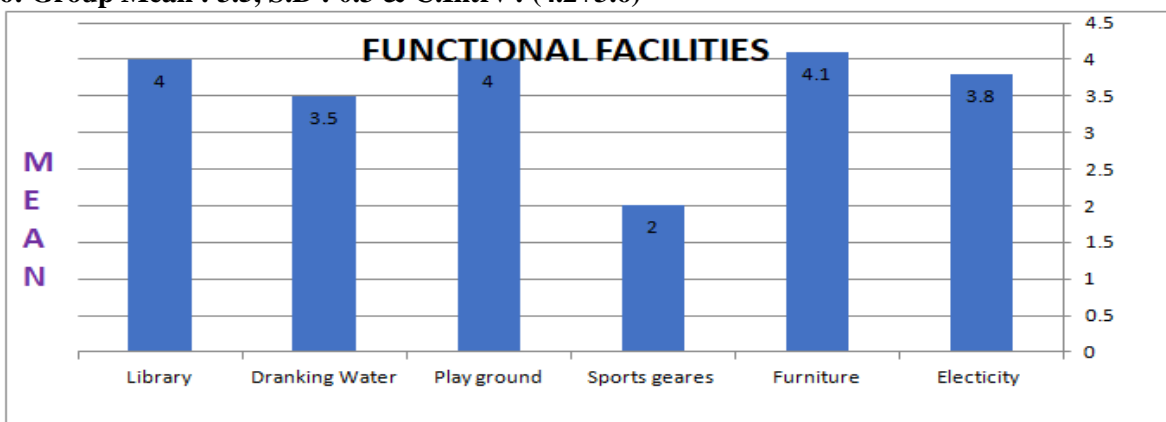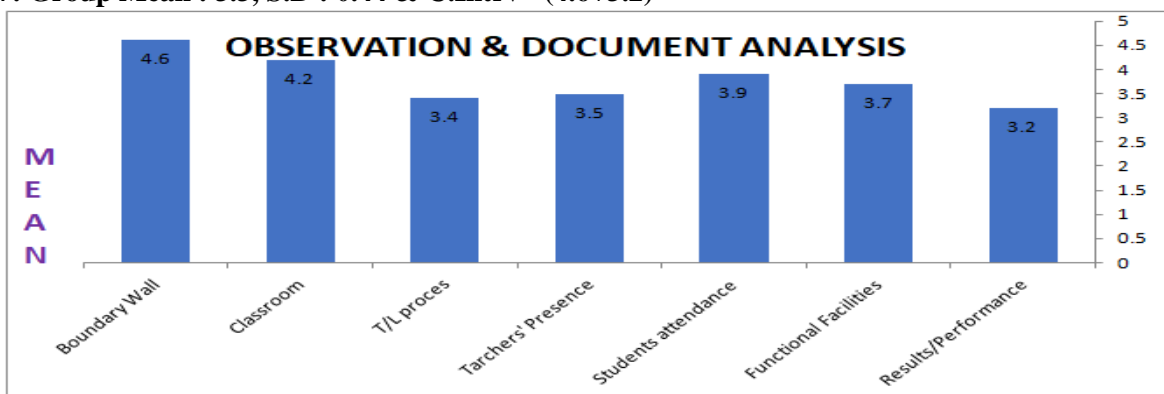**Figure 6: Group Mean : 3.5, S.D : 0.3 & C.Intrv : (4.2+3.6)**

Figure 7: Group Mean : 3.3, S.D : 0.44 & C.Intrv =(4.6+3.2)

4.2   Cross District Analysis (ANOVA)

Table 2: Policy and Plans

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.543223	8	0.192903	2.177265	0.034379	2.02209
Within Groups	9.923058	112	0.088599			
Total	11.46628	120				

F calculated (2.177) > F table (2.022), Ho is rejected & H1 is accepted

Table 3: T-Test: *Two-Sample Assuming Equal Variances*

	Variable-1 (Lhr)	Variable-2 (R.Pur)
Mean	4.206897	3.95
Variance	0.165665	0.011
Observations	29	6
Pooled Variance	0.14223093	
Hypothesized Mean Difference	0	
Df	33	
t Stat	1.518804419	
P(T<=t) two-tail	0.138335273	
t Critical two-tail	2.034515297	

4.3   Post Hoc Test (Least Square Difference)

ANOVA is significant; it concluded that population means are not all equal. This can then carry out tests by the LSD method.

Table 4: Post Hoc Test (Least Square Difference)

Model	Mean Difference (I-J)	Std. Error	Significance.	95% Confidence Interval	
				Lower Bound	Upper Bound
1	Rwp- .17882*	.07886	.025**	-.3351	-.0226
2	Lhr- .17882*	.07886	.025**	.0226	.3351
	Jhelum- .25844*	.10592	.016*	.0486	.4683
	D.G.Khan- .29571*	.10965	.008***	.0784	.5130
	R.Y.K - .22571*	.09524	.020**	.0370	.4144
	Rajan Pur- .43571*	.13391	.002***	.1704	.7010
3	Lhr- .25844*	.10592	.016*	-.4683	-.0486
4	Lhr- .29571*	.10965	.008***	-.5130	-.0784
5	Lhr- .22571*	.09524	.020**	-.4144	-.0370
6	Lhr- .43571*	.13391	.002***	-.7010	-.1704

*The mean difference is significant at the 0.05 level.

5. Discussion

The findings and conclusions of this research study aimed to find the objectives of the study were as to identify the practices of results based management (RBM) in relation with the implementation of school improvement plan on the basis of performance, to explore the perceptions of the heads of the schools and Secondary School Teachers (SST) who are the part of RBM participating in the process of implementation of School Improvement Plan (SIP), to analyze the physical and educational facilitates in school improvement plan, to examine the retention linkage i.e., enrollment and attendance of students in relation with results based management of the school, to analyze the performance appraisal strategies adopted by school management and to propose revise strategies for the use of Results Based Management, the main research questions based on the above stated objectives were: How does, the results based management link with the implementation of School Improvement Plan (SIP) in Punjab? Does the results based management have effect on the teachers or officers ranking linked with the targets? Which type of the incentives do teachers or officers get for good performance? And to what extent the heads are providing improved physical and education facilitates? The first purpose of the study was focused to "examine the practices of results

based management (RBM) in relation with the implementation of school improvement plan on the basis of performance, it can be discussed with questionnaire from the heads

It was discussed that head of the school performs the duty of planner and coordinator, give guidelines of policy and plan to the school staff, he held monthly meeting with the staff about the SIP, monthly meeting are held with the stakeholders of the school and head feel that they are eligible for incentive because of their performance. Discussion shows that the head give guide lines and instruction to team members for School Improvement Plan; he provides the guide lines and instruction to team members for Results Based Management (RBM), give instructions to the targeted management to implement School Improvement Plan (SIP) in their schools.

6. Conclusion and Policy Recommendations
Following are the conclusion of the study

a) Policy guidelines are given to School administration to carry out SIP Programme
b) Result Based Management Practices are carried out at school level, under the leadership of school Head.
c) The Heads and Teachers are aware of SIP to gadget their daily activities to get better results.
d) Head and Teachers have improved their performance as a source of encouragement from SIP
e) There exist merit based policies about transfer/posting.
f) Incentives are given to teachers for good performance
g) Head performing his duty as a leader, manager and guide according to the situation, for SIP
h) There is a communication system in schools and department through liaison officer
i) There is a weak element of training in schools
j) Counseling and orientation of students are also a point of concern to improve

The data analysis, findings, conclusion and discussion in this study lead to the following set of recommendations:

a. The current SIP (CM Road Map for school improvement) for Secondary School in Punjab presented here is not fully accepted nor has likely for full implementation in the present state of our education system. It may be used with existing conditions of each according to the RBM where the indicator of RBM can be linked with the indicators of SIP.
b. The main part which is partially being implemented that is the training it may be further improved so that SIP can achieve its targets.
c. The perception of RBM may be explained as it may be very effective to achieve the objectives of SIP.
d. The significant beneficiaries of this research are the 'students' they may be given a main role to utilize their energies and potential to achieve SIP and RBM goals.
e. To make the RBM process and the role school improvement more valuable and targeted, the evaluation of the team may be offered to some external team, so that this third-party evaluation may make the members to remain energetic and alert for their duty.
f. More incentive to officer/head and teachers may be given on good performance.
g. Clear guide lines and instruction regarding to SIP may be given to each member of team for School Improvement Plan.
h. Network of communication between school, community and stakeholders may be increased.
i. Separate science lab, i.e., Physics, chemistry and Biology may be provided to the students.

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