

## **Fayol's Purpose Principles of Management: An Analysis of Practices of Heads at Secondary Level in District Poonch Azad Jammu & Kashmir, Pakistan**

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### **Abstract**



*The study aimed to examine the managerial practices of school principals in district Poonch Azad Jammu & Kashmir's private secondary schools, using Henri Fayol's management theory's purpose principles as a framework. The primary goals of the study were to assess how the heads' experience impacted their adherence to Fayol's purpose principles and to compare the implementation of these principles based on gender. The research was founded on Henri Fayol's administrative theory. All the private schools were population of the study which was 94 during the academic year 2012-17. Systematic sampling technique adopted to select the sample. There 76 private schools selected as sample of the study. The data collected through questionnaires. This Instrument had been validated from the experts. Collected data had been entered in Statistical Package for Social Sciences (SPSS). This software supported the scholar for the generation of reports. For data analysis mean, ANNOVA and t-test used to find the relevant results of objectives. Results reported and derived on the basis of data analysis. Some key findings were that principles of Fayol management theory are practiced by heads. However some parts of this theory are being neglected. The implementation of these principles varies based on the previous experience of the team leads. In certain cases, highly experienced individuals may overlook principles that are crucial for those with less experience. The implementation of management principles also varies among leaders based on gender. Based on these variations in results, it is recommended that different performance reviews be provided to the school heads to assess their strengths and weaknesses. In addition, school heads may benefit from proper training sessions and mentoring. It is also suggested that workshops be conducted to raise awareness about management theories*

**Keywords:** Administrative Theory, Purpose Principles, Management, Implementation

### **Introduction**

Education is a continuous process of learning the skilled values, acquiring the knowledge and beliefs and transferring the habits of concerned group of persons towards the other persons via discussions, training, research, and teaching or even through story telling (Alterio and McDrury, 2003). It usually occurs in the supervision and guidance of educators, however, pupils can get education through at their own as well. The formative effect attained in one's mind, feeling or actions through any kind of experience might be dignified as educational experience.

Managing activities are significant to manage the institutions. A single human being is unable to achieve his or her objectives so people started making groups. The individual efforts developed collaboration among different people to work for common goals. In contemporary times, collaboration has become increasingly integral to achieving goals. Small groups have started to band together to form larger ones, emphasizing the significance of each member's role in the group's success (Evans & Lindsay, 2013). There are different functions which come under umbrella term management such as planning, organizing, staffing, leading and controlling. For the management of a system or organization it is a prime responsibility of heads to manage the team in a way that collective team efforts should lead the organization towards the goal achievement.

Ensuring the provision of high-quality education necessitates effective management, which is the primary responsibility of school principals. Management entails assembling individuals to attain

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specific goals and objectives while efficiently utilizing available resources (Hargreaves, 2003). It has been noted that educational institutions operate in various ways and are not standardized in their approach. The success of educational institutions depends upon effective management of heads of institutes (Harris, 2002).

The key to successful management lies in the skills that a manager has learned, but when it comes to managing schools or other educational institutions, experience is considered paramount. As According to Benson's observation in 2011, exceptional comprehension and expertise are attained by gaining familiarity with a particular field or area through years of practical experience. Examining job postings for head teacher positions can provide insight into the significance of experience in educational management. Meanwhile, there has been debate about gender in management, with some suggesting that men are better suited to the field, while others argue that women are more effective (Aldoory & Toth, 2004). There is a clear contradiction regarding this perspective, with some scholars even arguing that gender has no discernible correlation with management (Blackburn & Kovalainen, 2009).

The importance of management extends beyond the individual responsible for an institution and encompasses all members of the institution. (Fayol, 1949). Henry Fayol delineated six key categories that encapsulate the actions of an enterprise in 1949. The first category encompasses all technical activities involved in manufacturing, production, and adaptation. All activities related to buying, selling, and trading are grouped under the second category. (Breeze & Miner 2002).

The third category includes security movements related to persons and property. The fourth category records accounting phenomena such as balance sheets, cost, and statistics. The fifth category includes all financial procedures, such as capital maximization and proper implementation. The last category groups all managerial functions, including planning, organizing, controlling, and leading.

After observing six groups, Fayol (1949) analysed that the five tasks were implemented with true spirit, however the sixth one was ignored. Then he wrote about the importance of this point He emphasized the development and implementation of managerial activities (Godwin, 2017) and noted the difference between the guidelines for managing an industry and those for a state. Fayol's theory was introduced because of his interest in the field of leadership, and he was considered a promoter of educational management (Breeze, 2002). Fayol is recognized as the father of management, according to Cater (1996), because he developed the most important doctrines on management. He outlined 14 crucial principles that organizations can readily adopt because of their adaptability and ease of implementation, without requiring any alterations to the existing conditions. All organizations still accepting the significance of these principles. This is the reason that most of these organizations are implementing these principles in their organizational structure to perform in better way. These principles classified into three main headings:: Structural Principles, Process Principles, and Purpose Principles.

The study is specifically focused on the structural principles that provide guidance for organizing the internal structure of an organization. These principles aim to facilitate the allocation of tasks, authority, and accountability within the organization. Additionally, the study will examine how the principles of unity of direction, centralization, and scalar chain fit into this category of structural principles.

According to Firkhan et al. (2021), this proposed theory supported society to adopt a rational approach to practice the routine management in any organization. This proved to be more effective for organizational management and daily business.. Fayol observed that organizations were becoming more complex and that their managers should carry out their duties in a more structured and professional manner. His focus was on creating a training program aimed at educating managers on how to make their organizations successful. His principles assist them in achieving their objectives.

Fayol principles of management are of great importance in term of managing work place especially in private schools. Their implementation can enable heads of schools in effective administration by achieving their goals, to minimize worker turnover and improve workplace etc. (Abdulkadir et al 2020). In the district of Poonch, schools are typically divided into two categories: public and private. Public schools receive government support and are required to adhere to all government rules and policies. On the other hand, private schools do not receive any support from the government and rely solely on their own administration, which is overseen by the school's leadership. Head is not only administrator but also head of the institution and role model for teachers as well as

students. In light of Henri Fayol's Purpose Principles of Management, it is imperative to conduct an inquiry into the management practices of private schools and examine any potential issues related to their management.

### **Statement of the problem**

Private sector is emerging and developing every day. Expansion of private sector in education sector is increasing regularly. It is important to explore these schools management and leadership. These school's managers are running these institutions at their own way especially in private sector. However what kind of models they adopted, needs to be explored. In this context, the study is being planned which would be a significant addition in the available literature especially in Azad Jammu & Kashmir and Pakistan, however may be generalized in the rest of world.

### **Research Objectives**

1. To analyze the difference in implementation of purpose principles of Fayol by heads on the basis of their experience in private secondary schools.
2. To compare the difference in implementation of purpose principles of Fayol by heads on the basis of their gender.

### **Research Questions:**

Following research questions were drafted to findout the answers:

1. Is there any difference in implementation of Fayol's model with experience of principals?
2. How gender is effecting the implementation of Fayol;s purpose principles?

### **Significance of the Study**

This study included an important area of the management. Private schools are expanding regularly. However there is need to explore and investigate the management styles in these schools. Fayol model is famous and extensively adopted in the field of education. School management is one of significant aspect to make the schools successful. In this scenario, this study is planned to add the literature and important findings in existing knowledge. Moreover, such study is dire need of Azad Jammu & Kashmir, where there is not available literature to explore the management of private schools. The study would be a significant addition in the knowledge and understanding of management of private schools in AJK and Pakistan. Definitely this study will contribute as a benchmark for the international researchers and academicians to explore this particular field in Pakistan and AJK.

### **Literature Review**

A study conducted by Shakir.M (2014) on Henri Fayol's Principles for better classroom Management in India. His objective was to implement principles of management and to suggest some valuable measures for class room management. Study was descriptive and he tried to collect data while taking opinion of experts about fourteen principles of management. Author gave equal value to each and every principle but he excluded some of them for his study, he confess that although it is not possible to remove each conflict from class room scenario but one can try to manage and eliminate constraints, he concluded that these principles are of great importance in managing classroom if one imply them in following ways: Henri Fayol emphasized the importance of job specialization and recommended dividing and assigning tasks to individuals based on their expertise in a particular area. This principle can be applied to classroom management by dividing classroom responsibilities between teachers and students, resulting in greater efficiency and simpler work processes. Specialization can also help students acquire speed and accuracy in their performance. To ensure unity of command, it is important for everyone involved in the educational process to understand that they there is a team work towards a common goal of improving student achievement and overall development. In addition, the principle of "equity" should be applied to avoid discrimination based on age, caste, gender, or religion in the classroom, creating a welcoming and supportive environment for both teachers and students. Maintaining order in the classroom is also essential, with a designated and efficient place for every teaching resource and appropriate appointment of teachers to maintain social order. Teachers should encourage students to suggest new ideas and experiences, fostering an atmosphere of mutual understanding and trust. Rewards can also be given to highly active students to promote team spirit and coordination of work, which are vital aspects of effective classroom management. A research study conducted in Pakistan on administrative theory by Aman et. al. (2012).The goal of this research: to explore and find whether Henri Fayol Principles of management applicable in higher education institutions of Pakistan? A well-structured tool was used to collect the data. Sample was consisting of 150 workers. All these workers participated in the study voluntarily.

Convenient sampling technique was used. Major cities of four provinces of Pakistan were selected for collection of data. After analyzing the data, the study found that the respondents held a high favor towards certain principles of management, including authority and responsibility, centralization and decentralization, initiative, and Esprit de corps. The study also concluded that the implementation of these principles of management can significantly contribute to promoting efficient management in universities. However, it was noted that some universities have developed their own unique administrative practices and do not strictly follow Fayol's concept of management. The research also established a significant relationship between the administrative school of thought and organizational success, particularly in higher education institutions of Pakistan, where administrators and managers are produced. While it was previously thought that most higher education institutions in Pakistan followed the traditional school of thought, the study revealed that this was not always the case. It is worth noting that not all institutions adhere to the principles of management developed by Fayol. Moreover, some higher education institutions in smaller cities of Pakistan have developed their own administrative practices due to unique demographic constraints, which have resulted in them not meeting the expected standards.

Chandra Sharma Poudyal (2013) has already conducted a case study in Nepal on private schooling and its correlation with Fayol's principles of management. The present study was conducted in an exploratory manner and involved the collection of data from ten participants across two private schools. A qualitative case study approach was employed to conduct the research in these two schools. The study included principals, administrators, and teachers from the two schools as participants. An interview was carried out using questions that allowed for open-ended responses to gather information. The findings of this investigation suggest that the administration and ownership of both educational institutions were not distinct and remained under the control of the proprietors. The leadership of both educational institutions fails to adhere to Fayol's recommendation of delegating management duties among various personnel. Consequently, there exists an imbalanced allocation of power and accountability, which has led to employee discontentment with their compensation. The workforce at both educational institutions commonly experiences negative motivation, and there is a dearth of favorable attitudes towards the schools, resulting in employee discontentment. Nonetheless, the second educational institution has a relatively lower degree of negative perception associated with it. In the first school, which was owned and operated by an individual, the personnel felt that all aspects of the organization were exclusively linked to the proprietor. In contrast, in the second school, which was owned and managed by a group of owners, the inclusion of additional partners among the employees has fostered a positive outlook among some workers who possess partial ownership. However, not all members of the staff have embraced this viewpoint. He proposed that a complete shift in the mindset of personnel working in private schools is necessary. To address the issue, both owner and non-owner staff members must alter their outlook towards each other. Establishing an atmosphere of reciprocal confidence and comprehension is paramount for all school staff members. Adhering to Fayol's principles of collaboration can be achieved if the attitudes of the school personnel undergo a transformation. Instead of limiting school management to the owner with formal power, it ought to be distributed among all members of the educational institution, irrespective of their rank or designation.

### **Research Methodology**

This paper utilizes a survey-based and descriptive approach, which focuses on the quantitative facets of the issue, namely, an examination of the practices of school heads in light of the purpose principles of Fayol's management theory at the secondary level. The study population consisted of all the heads of private sector secondary schools in District Poonch. Based on the information provided by the District Education Officer (DEO) up to 2015-17, there were a total of 94 private schools. Hence, all 94 school heads were encompassed within the study population. The systematic random sampling technique adopted to choose the sample of the study. 76 schools were selected using this method, which represents 80% of the population. To collect the required data, a questionnaire with 16 items was developed based on Fayol's structural principles of management. The questionnaire was designed on a 5-point Likert scale and was created by the researcher in the light of related literature and previous research.

**Data Analysis**

In data analysis session whole data was tested by applying (Mean, ANOVA and t-test) through SPSS. Following are the tables and their interpretations:

Table 1 indicates that school heads with different job experience have significant difference in management practices i.e. order (F=4.13, P < 0.05), stability of personal (F=7.63, P < 0.05), initiative (F=7.19, P < 0.05), and Espirit de corps (F=6.09, P < 0.05) that are based on purpose principles. Thus there is no difference in implementation of purpose principles in private secondary schools of District Poonch Azad Kashmir as reflected from the data in the given table.

**Table 1. Analysis of “Purpose Principles” on the basis of Heads’ job experience**

Variables	Job Experience	N	Mean	F	Df	Sig.
Order	1-7	32	15.53	4.13	2	.020
Stability of Personal	8-14	24	12.57	7.63	73	.001
Initiative	15+	20	12.97	7.19	75	.001
Espirit de Corps			14.71	6.02		.004

Based on Research Objective No.1, Table 2 displays a statistically significant F value (7.847) at the 0.05 level of significance, which suggests that there is no notable variation in the application of "Purpose Principles" among leaders with different levels of experience. Despite the aforementioned lack of significant difference in implementation among leaders with varying levels of experience, the highest mean value (63.83) indicates that heads with 8-14 years of experience demonstrate superior adaptation of these principles. Heads with experience of 1-7 are not very good in this regard. Additionally, it is generally taken as good sign that the administrators or principals having more experience are performing better. Moreover, the value of mean for order and Espirit de corps is more, which reflecting that purpose principle for these two variables is more effective and considerable.

**Table 2. Experience Based difference of Heads about Purpose Principles (Total)**

Variable	Job Experience	N	Mean	F	Df	Sig
Purpose Principles	1-7	32	49.13	7.847	2	.001
	8-14	24	63.83		73	
	15+	20	56.75		75	

Table 3 displays that the calculated t-values for the three subscales of purpose principles, namely 'Stability,' 'Initiative,' and 'Espirit' are statistically significant at 0.05 level of significance, with values of t=1.03, 3.71, 3.15, and 2.78, respectively. So, it is concluded that H<sub>06</sub> is partially rejected. The hypothesis was there is no gender discrimination in implementing the purpose principles. The hypothesis was partially rejected at 0.05 level of significance because there is significant difference in case of order. This result is supporting the objective no.2 and responding that objective about the purpose principles on gender basis.

**Table 3. Analysis of “Purpose Principles” on gender basis**

Variable	Male (39)		Female (37)		Df	T	Sig
	M	SD	M	SD			
Order	15.33	1.24	15.73	2.02	74	1.03	.304
Stability of Personal	10.82	3.80	14.41	4.59	74	3.71	.001
Initiative	11.10	5.44	14.95	5.14	74	3.15	.002
Espirit de Corps	13.38	4.40	16.11	4.10	74	2.78	.007

According to Table 4, the calculated "t" value of 3.25 is statistically significant at a level of significance of 0.05. This indicates that there are gender-based differences among heads of private secondary schools in the implementation of purpose principles of administrative theory. Mean score for female (61.19) significantly greater than that of male heads (50.64) (**Research Objective No.2**).

**Table 4. Gender Based difference of Heads about Purpose Principles (Total)**

Gender	N	Mean	SD	T	Df	Sig.
Male	39	50.64	13.96	3.25	74	.002
Female	37	61.19	14.32			

**Discussions**

It is important to report that literature supported the Fayol's principles of management. Existing literature and research proved that Fayol's Principles are significant in this era, as they had been considered in 1916.(Mbalamula. *et al* 2017). The objective of this study was to explore the

significance of Henri Fayol's purpose principles of management among Heads of District Poonch Azad Jammu & Kashmir in the secondary school setting. To achieve this, two specific objectives were established: firstly, to assess the management of schools and secondly, to gather the information or opinion of school Heads regarding the utilization of purpose principles.

The analysis reflected that there is significant difference in adaptation of principles by heads in relation to their experiences. There were two categories i.e 1-7 years of experience and 8-14 years of experience. The reported results showed that school heads with job experience of 1-7 and 8-14 have significant difference in management practice i.e. order, stability of personal, initiative, *Espirit de corps* that is based on purpose principles. On the other hand heads with experience of 8-14 and 15<sup>+</sup> differ in implementation of management practices i.e. order, stability of personal and initiative but they do not differ in implementation of "*Espirit de corps*". School heads with job experience of 15<sup>+</sup> and 1-7 differ in implementation of two practices i.e. order and stability of personal. Chandra Poundal's (2012) study concluded and commented about the significance of the purpose principles. This study claimed that these principles are the most crucial. Moreover, purpose principles are the independent variables in the management of schools. In this context, these purpose principles declared as key factors and variables to manage the schools.

The present study revealed that there is noticeable gender based difference in implementation of purpose principles of administrative theory. Data showed that females proved to perform better compared to males. This is interesting to report that Dachi et al. (2010) also reported the same. In their research gender inequality is prevalent in rural schools, with a higher concentration of female heads as compared to males.

### **Conclusion**

In the light of the result obtained and findings drawn from the data following conclusions were extracted. It was found that order and stability of personnel, these two principles shows strong implementation. However there were two other variables which found to be not practiced or implemented or allowed from managers to be adopted. Those two were initiative and *Espirit de corps* these two principles. Findings proved that experiences of heads differ in adaptation for purpose principle, school heads with job experience of 1-7 and 8-14 have significant difference in management practice i.e. order, stability of personal, initiative, and *Espirit de corps* that is based on purpose principles. On the other hand heads with experience of 8-14 and 15<sup>+</sup> do not differ in implementation of management practices i.e. order, stability of personal and initiative and "*Espirit de corps*". School heads with job experience of 15<sup>+</sup> and 1-7 differ in implementation of two practices i.e. order and stability of personal. On the basis of data analysis it was concluded that there is difference in implementation of three management practices of purpose principle by private school heads but they do not differ in implementation of order." Order" was implemented in all schools in the same manner.

### **Recommendations**

On the basis of findings it is recommended that:

- (i). Creating an environment in which subordinates feel comfortable sharing their opinions can be beneficial for schools' Heads as it encourages employees to take initiative.
- (ii). In order to promote teamwork and foster a sense of cooperation, Heads of schools may encourage the distribution of work.
- (iii). Appreciations and appraisals may lead towards better performance of school leaders. This may encourage principals who are using practical ideas and taking initiatives for better performance.
- (iv). Interaction among gender in the region may lead to learning of through experiences of each other. So, in service professional development of educational leaders may promote the institutional capacity.
- (v). Professional development courses may be introduced to overcome the weaknesses.

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