

A Study on Training Needs of Data Driven Decision Making For Public Sector

Secondary School Administrators

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Abstract



Data Driven Decision Making (DDDM) is a tool of management. No Child Left behind Act of 2001 asked to introduce data driven decision making, accountability, collaboration and autonomy in schools to improve school education. In Pakistan, the educational administrators are not trained in data driven decision making. This training requires essential knowledge and skill of data driven decision making process. It also requires conviction on the part of school administrator and teachers for school improvement. They are required to think it in the stream of their professional responsibility Present study is about Training Needs of Data Driven Decision Making for public sector secondary School Administrators” was carried out to know about the practices and training needs of data driven decision making of the public sector secondary school administrators of district Gujrat. An instrument was developed carrying 44 statements under five factors i.e.1. Use of data. 2. School policy. 3. Professional development. 4. School organizational operation. 5. Collaboration with community. There are 271 schools in public sector at secondary level (boys and girls) in district Gujrat. The schools were randomly chosen and questionnaires were distributed and collected back. The data was analyzed on SPSS-16 with the help of Likert type scale. This scale carries 1-5 points as its value. The conclusions were drawn in relevance with objectives. The results illustrated that public sector school administrators were unable to provide technology, make databases, use spread sheets to analyze and draw conclusions on scientific basis. They helped to change the attitude of faculty toward data use in schools but unable to change their beliefs as it is a long process. The resource crunch hinders professional development, instructional and curriculum changes which badly affect school efficiency. The results unwrapped that the public sector school administrators abhorred outreach to community which may improve a school. Keeping in view the results of conclusion it is suggested that orientation and training of public sector school administrators are very much needed but it may be launched and managed by provincial education authority.

Keywords: Data Driven Decision Making, Professional Development, Educational Administrators, Management, Orientation and Training, Organizational Operation

Introduction

The school management is faced with a big challenge of quality education. Doyle (2002, p.30) describes it in a very vivid way: Today's education leader, whether the leader of the school district, the school building or the classroom, must change data into knowledge, transform knowledge into wisdom and use wisdom as a guide to action. But if data-driven decision making and scientifically based research are the necessary preconditions to wise decision making, they are not sufficient. True, without data and solid evidence the modern decision maker is helpless, but simply possessing data and evidence is no guarantee of success. It needs a special type of training of our school administrators. In Pakistan the training situation in data driven decision making is almost nowhere. Although Sarason (1996) explained the training situation in his own country, USA, but it also seems fit for Pakistan. He narrates “We train our administrators as obedient manager and teacher as only classroom manager”. (Kowalski et al., 2008). In Pakistan, the educational administrators are not trained in data driven decision making. This training requires essential knowledge and skill of data driven decision making process. It also requires conviction on the part of school administrator and

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teachers for school improvement. They are required to think it in the stream of their professional responsibility. There is a need of training program for our school leaders in data driven decision making and problem solving areas .The educational administrators need to be equipped with data driven decision making techniques which will enable them to generate a sea of ideas from where they will choose the best suited solution for the situation. This training will help to change our school culture and start producing human capital compatible to face the socio-economic and technological challenges of 21st century as researches of the 1980s on “effective schools” identified the importance of principals who function as strong instructional leaders in improving academic achievement (Hammond, Meyerson, La Pointe, & Terryorr,2010) (Hallinger & Heck, 1998).

Statement of the Problem

Data driven decision making is a new and an innovative field to improve school culture. The public sector secondary schools in Pakistan are facing various problems of planning, management, co-ordination and quality which may be resolved by developing leadership qualities based on training in DDDM of our school administrators. Keeping in view this problem, the present study has been designed to know about the perceptions and practices of DDDM of administrators of public sector secondary schools in district Gujarat.

Problem Statement

Data driven decision making is a new and an innovative field to improve school culture.

The public sector secondary schools in Pakistan are facing various problems of planning, management, co-ordination and quality which may be resolved by developing leadership qualities based on training in DDDM of our school administrators. Keeping in view this problem, the present study has been designed to know about the perceptions and practices of DDDM of administrators of public sector secondary schools in district Gujarat.

Significance of the Study

Data driven decision making is a new and innovative field. It has been in Vogue in developed countries since the last two decades of 20th century. Bergman, Powers and Pullen (2010) advised in his book to create a culture of DDDM. Gold (2001) emphasized upon participatory leadership for DDDM. In an on-line article, corwin group concluded that we can build human and social capital by using DDDM (Mandinach & Jackson, 2012).Blink (2007) concluded in her book that quality of education can be improved by using DDDM in classrooms. Schildkamp, Ehren and Lai(2012)

The findings of the study may inspire the school administrators for training in DDDM techniques and its operationalization to improve further effectiveness of school management. The finding of the study may create interest among educational researchers of developing countries like Pakistan to solve administrative and managerial problems through use of DDDM in schools.

Research Objectives

1. To ascertain the need of training of public sector secondary school administrators in DDDM

Review of Related Literature

Introduction to School Management

Every era has its own questions and people find solutions of those questions through which society moves forward. Data driven decision making is the question of present era. This topic can be conceived through the history of management of schools which will testify that every era has its own specific issues related with the socio- economic, technical, scientific and human development.

Formal education started with the development of languages and class societies on the globe. Formal education is a prevalent education system in a country. It is part of political system and controlled by the rulers. The rulers decide about the curriculum, budget, instructional methodology, system of examination and, most importantly, to whom they want to give education.

The early schools developed in BC. In China, the formal schools developed in 16th century BC. Zhou Dynasty (1045-256 BC) - the era of cultural and intellectual prosperity, was a feudal society. It established national schools for nobility and village schools for slaves (Pletcher, 2011).Similarly in Greece, schools developed in 5-4th century BC. There were private schools in Greece except in Sparta city states. The world famed “The Academy” school was established by Plato and “The Lyceum” school was established by Aristotle in Greece. The Roman Empire survived from 1000 BC to 476 AD. This Empire was little concerned about intellectual attainment. In 4th century BC, it developed primary schools for its upper classes (Cubberley, 2005; Lascarides & Hinitz, 2000). The author gave the idea that at the end of 20th century the education started giving attention to three

areas of learning as shown in fig and started training managers on the basis of school data available in these fields.



Fig.1: Perspectives on learning environment. Source: Bransford et al., 1998

Till today Pakistan practices education as only delivery of information. In this environment, it is presumed that it may not become a vibrant creative society and would remain backward and consumer society until our system moves to problem solving and decision making paradigm on the basis of school data and proper training of our school administrators to implement it for the improvement and grooming of our future generations.

School Management – A New Paradigm

The new paradigm started to take hold in late 20th century AD. It introduced changes in school management based on empirical data of school working which needs some specific skills in teachers and administrators without which school cannot meet the demands of postmodern era of globalization.

New paradigm is aimed at to address the issues of present day educational excellence and management. It needs data and expertise of school administrator in some specific skills. These skills bring changes in school. These changes occur in various ways. Some changes are involuntary; typically they are initiated externally by policymakers responding to political interests or social concerns. Other alterations are voluntary; typically they are instigated by teachers and administrators. Though such legal mandates effectively change structure and practices in a school but they do not necessarily reconstruct school culture (i.e. the shared values and beliefs that influence the day- to-day behavior of educators) .

The rational decision making is a scientific profession and this process has been normative in education even before NCLB Act (2001). Without such rational (professional) decision making and without data as a basis for solving educational problems, education is reduced to craft.

Role of a School Administrator

In postmodern era the role of a school administrator is changing from mere manager to an effective, trained and skilled person in data driven decision making and problem solving.

School administrators and teachers, historically, have functioned as managers. Their role was to determine how to carry out policies and rules developed by others. The protracted period of school reform arguably began in the early 1980s has broadened expectations for professional practices. Now educators also are expected to be effective leaders; i.e., they must determine what should be done to improve their schools. The principal's ability to deal with the problem will depend largely on his/her knowledge of school reform strategies, problem solving, and decision making skills (Kowalski et al; 2008).

Wayman and Cho (2009) argue that every piece of research on school data use has discussed the role of the principal in some form (e.g., Chen et al., 2005; Datnow et al., 2007; Lachat & Smith, 2005; Wayman, 2005; Wayman & Stringfield, 2006; Wayman et al., 2007; Young, 2006). These studies have shown principals serving as instructional leaders and administrators who provide time and structure to faculty to use data, and as effective data users themselves. Unfortunately, research

also suggests that this picture of principals may be optimistic because principals are often unprepared to use data, lead faculty in using data, or sometimes lack support from their district (Wayman, Cho, & Johnston, 2007). Adair (2007) contends that leadership involves three variables. i-Leader with the qualities of personality and characters ii-Situation prevailing in an institute iii-Group or team working together. The leader performs some roles and functions. A leader is concerned with the following three roles and eight activities (functions) to successfully manage an institute.

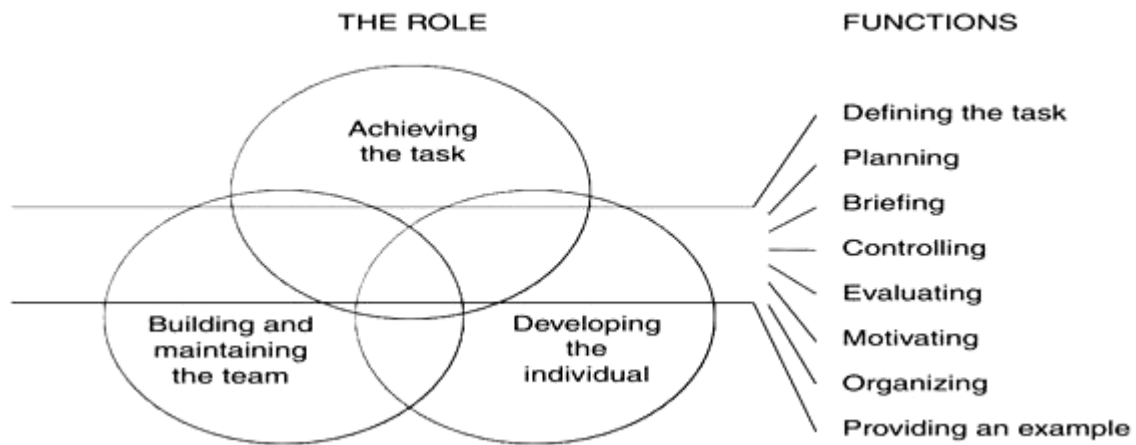


Fig.2: Leadership functions. Source: Adair, 2007

Effective School Administrators

Kowalski et al., (2008) explain that an effective school leader and administrator is a man with variegated qualities of knowledge and practice. An effective school administrator needs special training in planning, management, problem solving, data management and decision making. This sort of training and skills contribute toward the improvement of schools.

Kowalski et al.,(2008) referred a number of authorities and many other authorities have common consensus that an administrator should have foundational knowledge about planning, management, curriculum, assessment, instruction and organization; skills about communication, computer, statistics, problem analysis and DDDM; disposition about team work, trust building, professional development and system thinking (Creighton, 2001; AASA, 2002; King, 2002; Adair & Reed, 2003; Mulford et al, 2004; Neil Thomas, 2004; NCPEA, 2005;Mandinach et al, 2006; Luo, 2008; Daling, 2010; Rogers, 2011; White, 2008; Sanchez, 2015).

The Reforms of 1990 gave leadership and administrative role to educators. It needs their orientation. Consequently, making leadership decisions necessitates (a) essential knowledge as administrator, (b) essential skills as administrator, (c) a conviction that leadership is essential to school improvement and (d) a conviction that leadership is a professional responsibility. To appreciate the magnitude of these requirements, educators also must understand the process of decision making and its relationship to problem solving (Kowalski et al., 2008,p.10). It is concluded that an effective administrator will be a transformational leader, a visionary and a change agent thinking at school level, teachers’ level and students’ level. This will definitely help to improve a school.

Connecting Data to School Management

Kowalski et al., (2008) discusses that for purposes of school improvement, think of processing data in these phases: 1-Collecting 2-Connecting 3-Creating 4-Confirming

- 1- **Collecting Data:** Collecting is the compilation of important data. It is putting data into a reportable, easy-to-understand format. It should also correlate with other databases.
- 2- **Connecting Data:** That connection means analyzing the data from different perspectives or combining it with other data.
- 3- **Creating:** Doing something with data: Creating is doing. Creating is planning and taking action on the data. So creating means developing goals and strategies to address the gap.
- 4- **Confirming the Findings:** This is related with evaluating efforts, learning from feedback, and starting the cycle again. So it is reflection on efforts which made the difference or not.

Importance of DDDM In School Management

Directorate of Staff Development (DSD) is a training wing of education department of Punjab. Although it trains Administrators and teachers of public sector Schools but it has not launched any training programme on DDDM in public schools. In Pakistan we do not feel any constraint to move from information cramming society to a vibrant innovative society. For it, DDDM will be adopted as constraint otherwise we may not become a respectable country in the comity of nations.

Methodology

This study is a mixed method study for this purpose a questionnaire was prepared to know about the practices of the public sector school administrators about DDDM. This questionnaire was used to collect data on five point Liker type scale varying from Always to Never. To confirm this data interview of a focal group of school administrators were also conducted. Population of the study was district Gujrat public sector school administrators

POPULATION OF THE STUDY

Population of the study was public sector administrators of district Gujrat

Details of population

Category		Tehsil Kharian		Tehsil Gujrat		Teh.Sarai Alamgir		Total		G.Total
		M	F	M	F	M	F	M	F	
Population	N	53	54	70	65	12	11	135	130	265
	%	50	50	52	48	52	48	51	49	

Sample of the Study

The sample size of the population was taken according to the formula of Gay (2012). Calculated sample percentage which was 62% of the population (Gay, 2012, p-125). The researchers applied this percentage to all three tehsils to select the sample .The table shows the weightage of sample of both male and female administrators in all three tehsils of district Gujrat. The researchers approached 85boys’ school administrators and 80girls’ school administrators

Details of sample

Category		T.Kharian		T.Gujrat		T.Sarai Alamgir		Total		G.Total
		N		N		N		N		
Sample	N	33	34	44	40	8	6	85	80	165
	%	62	62	62	62	62	62	62	62	

Reliability of Research Instrument:

The data was analyzed and Cronbach’s Alpha test was applied. It calculated Cronbach’s alpha value was 0.908.

Data Analysis

Table No: 1

Use of data base to access data

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses database to access data	Frequency %age	27 16	63 38	49 30	22 13	4 3	3.5

Table 1 shows that only 38% administrators frequently use database to access data while 16% always use database to access data of school, 30 % sometimes, 13 % rarely and 3 % never use data base to access school data. So 43% administrators sometime/rarely use database to access data to solve problems. The mean value (3.5) indicates that it is slightly favourable statement of the administrators.

Table No: 2

Maintain database for different data

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school maintains data about student record, demographics, result data ,process data and perception data	Frequency %age	38 23	82 50	32 19	11 7	2 1	3.9

Table 2 shows that 50% administrators frequently maintain databases for different data while 23% always maintain databases for different data of the schools; 19 % sometimes, 7 % rarely and 1 %

never use databases. The mean value (3.9) indicates that it is near to favourable statement of the administrators.

Table No: 3

Use of spread sheet

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses spreadsheet to present data	Frequency	13	62	56	31	3	
	%age	8	37	34	19	2	3.3

Table 3 reveals that 37% administrators frequently use spread sheet while only 8% always use spread sheet to represent data, 34 % sometimes,19 % rarely and 2 % never use spread sheet to know about and represent data of a school. A total of 53% administrators sometimes/rarely use spread sheet to know and explain a problem. The mean value (3.3) indicates that it is not the favorite construct of the administrators.

Table No: 21

Analysis of data

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses experts to analyze data	Frequency	14	52	54	33	12	
	%age	9	32	32	20	7	3.1

Table 21 reflects that 32% administrators frequently analyze data while only 9% always analyze data for decision making, 32 % sometimes, 20 % rarely and 7 % never analyze data for decision making. So, more than half of the administrators (59%) sometimes/rarely analyze data for some decision making. The mean value (3.1) shows that the administrators barely analyze data to take decision.

Table No: 4

Data savvy belief in problem solving

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to change beliefs about the use value of data to solve problem	Frequency	24	70	42	24	5	
	%age	15	42	25	15	3	3.5

Table 4 signifies that 42% administrators frequently show data savvy belief in problem solving while 15% always change their beliefs on the basis of data, 25% sometimes, 15% rarely and 3% never change their beliefs about D.M. So total 57% always /frequently change their beliefs on the basis of data concerning to D.M. This shows that it is a hard nut to crack and mean value (3.5) also favors this result.

Table No: 5

Data to assess resources for P.D.

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to assess resources for PD	Frequency	21	70	42	19	13	
	%age	12	38	29	13	8	3.4

Table 5 witnesses that 38% administrators frequently use data to assess resources for professional development and 12% always use data to assess resources for professional development needs, 29% sometimes, 13% rarely and 8 % never use data to assess resources for P.D. The total 50% showed that they always /frequently use this item in school. The mean value (3.4) unwraps that the administrators casually assess resources for P.D. needs on the basis of data.

Table No: 6

Data to arrange training sessions

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to arrange training session of staff	Frequency	20	63	47	22	13	
	%age	12	38	29	13	8	3.3

Table 6 shows that 38% administrators frequently use data to arrange training while 12% always use data to arrange training; 29% sometimes, 13% rarely and 8% never use data to arrange training sessions of faculty. This shows that a half %age (50%) only always/frequently use data to assess and arrange training sessions of faculty members. The mean value (3.3) also shows that it is not the favorable construct of the administrators.

Table No: 7

Data to predict outcome of processes

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to predict outcome of school processes	Frequency	26	90	32	14	3	3.7
	%age	16	55	19	8	2	

Table 7 reveals that 55% administrators frequently use data to predict outcome of processes while 16% always use data to predict the outcome of school processes, 19% sometimes, 8% rarely and 2% never use data to know about the result of school processes. The mean value (3.7) shows that it is marginally favorable construct of the administrators.

Table No: 8

Data to determine learning equity of students

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to determine learning equity for different student population	Frequency	27	91	30	14	3	3.7
	%age	16	55	18	9	2	

Table 8 attests that 55% administrators frequently use data to determine learning equity of students while 16% always use data to evaluate the needs of students, 18% sometimes 9% rarely and 2% never use data to determine learning equity of the students. The mean value (3.7) also indicates that it is slightly used in schools.

Table No: 9

Data to monitor instructional practices

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to monitor instructional practices	Frequency	20	88	34	18	5	3.6
	%age	12	53	21	11	3	

Table 9 unveils that 53% administrators frequently use data to monitor instructional practices while 12% always (65%) use data to monitor instructional practices, 21% sometimes, 11% rarely and 3% never use data to monitor instructional practices in class rooms. The mean v **Table No: 42**

Data to improve curriculum/program

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to improve curriculum/programs	Frequency	23	77	35	16	14	3.5
	%age	14	47	21	10	8	

Table 9 unwraps that 47% administrators frequently use data to improve curriculum while only 14% always use data to improve curriculum/programs, 21% sometimes, 10% rarely and 8% never use data to improve curriculum/program. Total 51% administrators practice it always/frequently. This is not a big figure. The mean value (3.5) shows that it is not the favourite practice of the administrators.

Table No: 10

Data to allocate resources for school improvement

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to allocate resources for school improvement	Frequency	33	77	34	14	7	3.7
	%age	20	47	21	8	4	

Table 10 shows that 47% administrators frequently use data to allocate resources for school improvement while 20% always use data to allocate resources for school improvement, 21% sometimes, 8% rarely and 4% never use data for the allocation of resources to improve school processes. The mean value (3.7) reveals that it is marginally favorable topic of administrators.

Table No: 11

Data for staffing

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to identify and plan for staffing	Frequency	26	71	29	24	15	3.4
	%age	16	43	18	14	9	

Table 11 attests that 43% administrators frequently use data for staffing while 16% always (59%) use data to hire staff, 18% sometimes, 14% rarely and 9% never use data for staffing. The mean value (3.4) indicates that it is not the favorable topic of the administrators as staffing is a centralized activity.

Table No: 12

Data to evaluate performance of staff

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to evaluate performance of staff	Frequency	37	85	24	16	3	3.8
	%age	22	52	14	10	2	

Table 12 exhibits that 52% administrators frequently use data to evaluate performance of staff while 22% always (total 74%) use data to evaluate the performance of their staff, 14% sometimes, 10% rarely and 2% never use data to evaluate the performance of staff. The mean value (3.8) signifies that it is marginally favorable of the administrators.

Table No: 13

Data to evaluate performance of administrator

Statement	Results	Always	Frequently	Sometimes	Rarely	Never	Mean
My school uses data to evaluate performance of administrator	Frequency	25	86	35	14	5	3.7
	%age	15	52	21	9	3	

Table 13 display that 52% administrators frequently use data to evaluate performance of administrator while 15% always (total 67%) are evaluated on the basis of data, 21% sometimes, 9% rarely and 3% never use data to evaluate the performance of administrators. The mean value (3.7) exhibits that it is not prevalent practice to evaluate the performance of the administrators.

value (3.6) indicates that it is not so favorable activity of school administrators.

Qualitative Analysis of Interviews' Data:

Responses of Q-3A:

All the interviewees explained that to judge professional strength and weaknesses of the faculty they use all avenues. They inquire through monitors; judge them through test results and class visit. Weak test results are discussed and either make policy to improve the teacher or change the teacher. One interviewee (2) told that he had given notebooks to the monitors to pen down daily progress in the class and he checks these diaries on daily basis. The administrators take round of the school and come to know about strength and weaknesses of the faculty

Responses of Q-3B:

All the respondents told that professional training is very important for the academic progress of the schools and they make training need analysis (TNA) for the nomination of faculty for professional training. They explained that they make training need analysis on the basis of subjects and prioritize the subjects. They nominate teachers according to this list and need of the school. They told that sometime they keep in view wishes and problems of the teachers. They also told that other criteria like number of already taken trainings and age is observed their own experience. They also directly discuss with the faculty to improve their capabilities.

Findings

1. The results of analysis exposed that it was difficult for the school administrators to change the belief system of the faculty about the use-value of data to help to solve problems (T The results of analysis manifested that it was not the favorite activity of the school administrators
2. The results of analysis signified that the school administrators did not frequently use data to see in future and predict the outcome of school processes
3. The results of analysis witnessed that the school administrators used data to determine the needs of weak students to bridge their gaps.
4. The results of analysis expressed that the school administrators assessed school efficiently from the data of school processes.
5. The results of analysis indicated that it was not a favorite activity of the school administrators to monitor instructional practices.
6. The results of analysis showed that curriculum improvement plan did not fall in the purview of the school administrators.

7. The results of analysis divulged that the school administrators did not have sufficient resources to improve school according to needs.
8. The results of analysis confided that this field did not fall in the purview of the school administrators.
9. The results of analysis exposed that because of reasons this was not considered favorable activity of the school administrators.
10. The results of analysis reflected that this was not the favorable activity to evaluate the school administrator in line with the improvement of the school and staff.

Conclusions

The results of tables illustrate that public sector school administrators least use technology, databases, spread sheets to analyze data and draw conclusions on scientific basis. Result depict the picture that the public sector school administrators are unable to change beliefs of the faculty about use value of problem solving techniques through the current professional development practices if any. It was also concluded by the findings that the public sector secondary school administrators are unable to assess and manage resources for faculty development. Similarly they are unable to predict outcome of school processes and learning equity of different students. This inability manifests in overall outcome and efficiency of the schools. It was also concluded that public sector secondary school administrators are unable to monitor instructions, improve curriculum, staffing and faculty evaluation as all these plans trash due to lack of financial and administrative autonomy. One of another conclusion drawn through findings that the public sector secondary school administrators do not use data to measure the effectiveness of collaboration between community and the schools as they have negative feeling about this relationship. They abhor any political and community involvement in schools.

Kowalski et al., (2008) quoted Sarason (1996) as “situation is very pathetic concerning to DDDM in our schools; USA. They opined that we do not train our administrators as independent leaders’ well verse in DDDM strategies”. Same situation is prevailing in Pakistan. From these conclusions it is clear that the public sector secondary school administrators are although using data but orally as they are not trained in technology, databases, analysis and action plans. They also need training in change of belief about use value of DDDM, resource and resource management for PD, improvement of instructions, improvement of curriculum, autonomy in staffing, collaboration with faculty and community. Similarly accountability is not placed. So it is suggested that training in DDDM is very much needed and it may be launched and managed by provincial education authority.

Recommendations

1. The results of interviews show that the concept of administrators to know about professional capabilities is limited .They do not use any solid basis for training as they keep in view their wishes also. The results of the study indicate that the public sector secondary school administrators are unable to assess and manage resources for faculty development. Similarly they are unable to predict outcome of school processes and learning equity of different students. This inability manifests in overall outcome and efficiency of the schools. This situation demands training of the school administrators in school processes and faculty development.
2. The results of the study reveal that the public sector secondary school administrators are unable to monitor instructions, improve curriculum, staffing and faculty evaluation as all these plans trash due to lack of financial and administrative autonomy. So it is recommended that training in devolution and accountability may be introduced at the lower tier of education system.
3. The results of findings exhibit unwillingness of the public sector school administrators to involve community in school affairs. This conclusion is also supported by the result of qualitative analysis of interviews. It is a specific social bent of mind. It is recommended to add some courses in our curriculum and training of administrators about their social behavior with other section of society based on collaboration.

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