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Exploring Shareable Contents of Cantonment Public School and College and Govt Zila School in the Field of Education Management

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Abstract. In Bangladesh, there are two common simultaneous branches of education system at secondary levels e.g., Cantonment Public School and College (CPSC) and Govt Zila School (ZS). This study aims to explore the shareable contents of these schooling systems in terms of academic results, co-curricular activities, students' attendance, and students' enrollment. To do this, a quantitative research design using a survey questionnaire was employed. A total number of 400 parents and students voluntarily participated in this study. The results explored that there were deviations in the perceptions of parents and students on different aspects of the educational system of these two schools in terms of academic results, co-curricular activities, student attendance, and student enrollment. Nevertheless, the results indicated that some common contents i.e., classroom monitoring, parents' involvement, and infrastructure are responsible for improving the academic results of these educational systems. The results left insights for teachers, students, policymakers, and researchers.

Keywords: *Shareable contexts, Educational Management, academic results, co-curricular activities*

Introduction

The term "management" in the context of education is relatively recent (Tranter & Percival, 2006). In general, "good" management involves utilizing the resources already present within an organization and establishing a method for collaborating to achieve mutual objectives. Skilled management endeavors to leverage each employee's interests and capabilities for the organization's benefit (Suleman et al., 2013). Additionally, it endeavors to establish an organization and environment that facilitates this efficacy (Chesler & Cave, 1974).

Education is acquiring knowledge, skills, values, beliefs, routines, and attitudes through educational experiences (González-pérez & Ramírez-montoya, 2022). The education system is a complex network of professionals (Koopmans, 2020) located in educational institutions, including government ministries, unions, agencies, and schools. The education system may consist of political executives, principals, teaching staff, non-teaching staff, administrative personnel, and other education professionals collaborating to enrich and improve. Management is necessary at every level of the education system's ecosystem. The planning, organization, implementation, review, evaluation, and integration of a defined set of institutional deliverables are all part of the management process (Suleman et al., 2013).

Education administration has evolved in most societies, including Bangladesh, over the years. Policies have been implemented and modified to accommodate the evolving circumstances and requirements of each era in the nation. The necessity of change and modification in this sector is evidenced by the series of education commissions established since the establishment of the Qudrat-I-Khuda Education Commission in 1972. Various timely policies, gazettes, and amendments have been

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implemented by government-run institutions. The Ministry of Education's diverse capabilities and resources are employed to disseminate secondary education in 16385 secondary institutions throughout the nation (Bangladesh Education Statistics 2019, BANBEIS). Of the total, 15 zila schools (List of Secondary Schools, BANBEIS) play a significant role in the secondary education sector and are located in various prominent district headquarters. They operate under the same management committee structure and operate unanimously. Their education management systems are nearly identical in every aspect.

Bangladesh Army, in addition to its classical function, operates numerous educational institutions, thereby contributing to national education. In addition to English Version Schools and Colleges, the Bangladesh Army has established Cantonment Public Schools and Colleges in nearly all of the cantonments. The current figures are 42 and 20, respectively (Education Directorate, General Staff Branch, Army Headquarters, 2022). It is only natural that some of them are established and mature while others are still in the process of flourishing themselves. However, they are both overseen and managed by the same sort of managing committee. Additionally, they are centralized under the supervision of a central coordination committee that was established in the Education Directorate at Army Headquarters. Consequently, their strategies for education management systems are nearly identical, with only a handful of distinct specialties. Additionally, they developed an education management system that is both effective and appropriate.

Both streams possess unique anomalies that have rendered them distinctive in their respective contexts. However, there are a few areas that warrant further investigation. Presently, there is no formal or consistent platform or session for exchanging best practices in this field. However, the overall standard of national education can be revitalized by sharing the education administration system between these two streams. To accomplish this, the initial step is to determine the shareable educational management content of these two categories of educational institutions. Then, implementation will be contingent upon their unique context, situation, specialty, strength, limitation, necessity, intention, and so forth.

Material and Method

This research employed a quantitative research design. Two different sets of questionnaires, 23 items for parents and 28 items for students, were used. The students and parents from the sample schools were surveyed through a face-to-face questionnaire with a five-point Likert scale ranging from 1 (Dissatisfactory) to 5 (Highly Effective); higher means indicate higher frequency levels. The questionnaire was based on academic results, co-curricular activities, students' attendance, and students' enrollment in managing the secondary education system in Bangladesh. The questionnaire was self-developed and followed the guidelines of Crewell (2005). After preparing the questionnaire, they underwent validity and reliability tests. The questionnaire was sent to experts in the subject matter, language, and 5 concerned participants for the validity test. After that, it was piloted with 20 participants. For the reliability test, the researchers ran a reliability test with SPSS software and found co-efficient values of 0.706 and 0.817, respectively. Cortina (1993) states that when Cornbrash's alpha falls within the range of 70 to 10, the questionnaire's items adhere to standardized marking criteria.

Finally, a non-parametric test, the Mann-Whitney test, was performed to analyze quantitative data. Its purpose was to determine if there were any significant differences in the perceptions of parents and students from CPSC and ZS regarding the shared contributing factors. The Mann-Whitney U test is employed to compare the means of two groups. This study utilized this test due to the study's limited sample size and the ordinal nature of the data. In addition, this test also yields the mean rank and impact, which assists a researcher in determining the ranking relationship between the variables (Woodward & Elliott, 2007).

Results and Discussion

Results

Parents Perspectives

Table 1

Results of Mann-Whitney Tests on Parents' (CPSC vs ZS) perception of academic result

Comparative Variable	Contributing factors	Respondent type	Mean Rank	Sum of Ranks	U Statistics	Z Value	P Value	Remark
Academic Result	Classroom Monitoring	Parents CPSC (52)	45.92	2388.00	1010.000	-1.876	.061	Insignificant
		Parents ZS (49)	56.39	2763.00				
	Infrastructure	Parents CPSC (52)	55.42	2882.00	1044.000	-1.621	.105	Insignificant
		Parents ZS (49)	46.31	2269.00				
	Teachers Training	Parents CPSC (52)	54.43	2830.50	1095.500	-1.259	.208	Insignificant
		Parents ZS (49)	47.36	2320.50				
	Parents Involvement	Parents CPSC (52)	61.13	3178.50	747.500	-3.608	.000	Highly Significant
		Parents ZS (49)	40.26	1972.50				
	Leadership of HM	Parents CPSC (52)	136.99	18493.50	961.500	-2.149	.032	Highly Significant
		Parents ZS (49)	160.71	26356.50				

Table 1 shows that the average rank given by parents of Cantonment Public School for classroom monitoring for academic results was 45.92, whereas parents of Zilla School gave an average rating of 56.39 for the same. The parents of Zilla School

anticipate a higher level of classroom monitoring than the parents of CPSC to enhance students' academic results. The statistical analysis of classroom monitoring perception rates (U = 1010.000, p = .061) indicated a negligible disparity between the two groups of parents. Specifically, parents from CPSC expressed less anxiety compared to parents from ZS. Similarly, there were negligible disparities between the two groups regarding their opinion of infrastructure and teachers' training, with average ranks of 55.42 vs 46.31 and 54.43 vs 47.36, respectively. The statistical analysis of the perception of infrastructure and teachers training (U = 1044.000, p = .105 vs U = 1095.500, p = .208) revealed that the link was not statistically significant (p < .05). Nevertheless, the statistical analysis of the Parents' Involvement perception rate (U = 747.500, p = .000) and the Leadership of HM (U = 961.500, p = .032) indicated a substantial disparity between the two groups of parents. Specifically, the parents of CPSC showed less concern than those of ZS. The results indicate that ZS parents consider classroom monitoring and the headmaster's leadership as influential variables for academic results, while CPSC parents prioritize infrastructure, teacher training, and parent involvement as crucial aspects for academic achievements.

Table 1

The result of the reliability test

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.706	**23**

Table 2

Results of Mann-Whitney Tests on Parents' (CPSC vs ZS) Perception of Co-Curricular Activities

Comparative Variable	Contributing factors	Respondent type	Mean Rank	Sum of Ranks	U Statistics	Z Value	P Value	Remark
Co-Curricular Activities	Infrastructure	Parents CPSC (52)	48.95	2545.50	1167.500	-.735	.462	Insignificant
		Parents ZS (49)	53.17	2605.50				
	Leadership of Headmaster /Principal	Parents CPSC (52)	43.35	2254.00	876.000	-2.928	.003	Significant
		Parents ZS (49)	59.12	2897.00				
	Teacher-Student Relationship	Parents CPSC (52)	42.10	2189.00	811.000	-3.329	.001	Significant
		Parents ZS (49)	60.45	2962.00				

Table 2 shows that the average ranking of the infrastructure for co-curricular activities, as rated by the parents of Cantonment Public School, was 48.95. In contrast, the parents of Zilla School gave an average ranking of 53.17 for the same infrastructure.

The parents of Cantonment Public School prioritize infrastructure over academic results compared to the parents of Zilla School. The statistical analysis of the infrastructure perception rate (U = 1167.500, p = .462) indicated a non-significant disparity between the two groups of parents. Specifically, the parents of CPSC exhibited lower levels of concern than those of ZS. However, there were notable disparities between the two groups regarding the view of leadership by the headmaster and the teacher-student relationship. The mean rank for the former was 43.35 compared to 59.12, while for the latter, it was 42.10 compared to 60.45. The statistical analysis comparing the sense of leadership between headmasters and the teachers-students relationship (U = 876.000, p = .003 vs. U = 811.000, p = .001) revealed a significant difference (p < .05). The findings indicate that parents of CPSC students believe that the teachers-students relationship and the leadership of the headmaster have a significant impact on their children's academic performance.

Table 3

Results of Mann-Whitney Tests on Parents' (CPSC vs ZS) Perception on Students Attendance

Comparative Variable	Contributing factors	Respondent type	Mean Rank	Sum of Ranks	U Statistics	Z Value	P Value	Remark
Students Attendance	Classroom Monitoring	Parents CPSC (52)	49.52	2575.00	1197.000	-3.904	.597	Insignificant
		Parents ZS (49)	52.57	2576.00				
	Infrastructure	Parents CPSC (52)	40.28	2094.50	716.500	-3.904	.000	Highly Significant
		Parents ZS (49)	62.38	3056.50				
	Parents Involvement	Parents CPSC (52)	61.87	3217.00	709.000	-3.883	.000	Highly Significant
		Parents ZS (49)	39.47	1934.00				
	Teacher-Student Relationship	Parents CPSC (52)	52.67	2739.00	1187.000	-.620	.535	Insignificant
		Parents ZS (49)	49.22	2412.00				

Table 3 displays the ranking of the characteristics that contribute to student attendance among the parents of CPSC and ZS. Table 3 shows that the average rank for classroom monitoring for student attendance at Cantonment Public School was 49.52, while the average rank for the infrastructure of co-curricular activities at Zilla School was 52.57. The parents of Zilla School anticipate a higher level of classroom monitoring

than the parents of CPSC to enhance student attendance. The statistical analysis of classroom monitoring perception rates (U = 1197.000, p = .597) indicated a lack of significant difference between the two groups of parents. Specifically, parents of CPSC expressed less concern than parents of ZS. Similarly, the statistical analysis of the teacher-student relationship perception rate (U = 1187.000, p = .535) showed no significant difference between the two groups of parents. The parents of CPSC expressed less anxiety compared to the parents of ZS. However, there were notable disparities between the two groups regarding their assessment of infrastructure and parents' involvement. The mean rank for the first group was 40.28, while for the second group, it was 62.38. Similarly, the mean rank for parents' involvement was 61.87 for the first group and 39.47 for the second group. The statistical analysis of the perception rates of infrastructure and parent involvement (U = 716.500, p = .000 vs. U = 709.000, p = .001) revealed a highly significant link (p < .05). Therefore, the findings indicate that the parents of CPSC regard infrastructure and parents' involvement as influential aspects in enhancing students' attendance.

Table 4

Results of Mann-Whitney Tests on Parents' (CPSC vs ZS) Perception of Students' Enrollment

Comparative Variable	Contributing factors	Respondent type	Mean Rank	Sum of Ranks	U-Statistics	Z Value	P Value	Remark
Students Enrollment	Infrastructure	Parents CPS (52)	64.31	3344.00	582.000	-4.787	.000	significant
		Parents ZS (49)	6.88	1807.00				
	Leadership of Headmaster/Principal	Parents CPS (52)	62.65	3258.00	668.000	-4.174	.000	significant
		Parents ZS (49)	38.63	1893.00				

According to Table 4, the mean rank of the infrastructure for student enrollment by the parents of Cantonment Public School was 64.31, while the mean rank of the class monitoring for academic results by the parents of Zilla School was 36.88. This means the parents of Zilla School expect more concern on infrastructure than parents of CPSC for improving student enrollment. The statistics for the rate of the perception infrastructure (U = 582.000, p = .000) revealed a significant difference between the two groups of parents, with the parents of CPSC having less concern than those of the parents of ZS. Likewise, there was a significant difference between the two groups regarding the rate of perception of Leadership of Headmaster/Principal with a mean rank of 62.65 vs 38.63, respectively. The statistics for the rate of the perception of Leadership of Headmaster/Principal (U = 668.000, p = .000) showed that the relationship (p < .05) was distinctly significant. Thus, the results show that the parents of ZS perceived infrastructure and leadership of the headmaster as contributing factors

for students' enrollment, whereas parents of CPSC perceived that infrastructure and leadership of the headmaster are important issues for the student's enrollment.

Students' perspectives

Table 5
Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.706	**23**

Table 6
Results of Mann-Whitney Tests on Students' (CPSC vs ZS) perception on academic result

Comparative Variable	Contributing factors	Respondent type	Mean Rank	Sum of Ranks	U Statistics	Z Value	P Value	Remark
Academic Result	Classroom Monitoring	Students CPSC (135)	160.62	1683.50	9636.500	1.941	.052	Insignificant
		Students ZS (164)	141.26	23166.50				
	Infrastructure	Students CPSC	179.67	24256.00	7064.000	5.416	.000	Highly Significant
		Students ZS	125.57	20594.00				
	Leadership of HM	Students CPSC	180.35	24347.50	6972.500	5.549	.000	Highly Significant
		Students ZS	125.02	20502.50				
	Parents Involvement	Students CPSC	136.99	18493.50	9313.500	2.497	.013	Highly Significant
		Students ZS	160.71	26356.50				

Table 5 displays the ranking of factors contributing to academic results among CPSC and ZS students. Table 5 shows that the average rank of the class monitoring for academic results for students at Cantonment Public School was 160.62, whereas the average rank for students at Zilla School was 141.26. The pupils of Zilla School

anticipate a higher level of classroom monitoring compared to kids of CPSC to enhance academic results. The statistical analysis of classroom monitoring perception rates (U = 9636.500, p = .052) indicated a non-significant difference between the two student groups. Specifically, children from CPSC showed lower concerns than students from ZS. However, there were notable disparities between the two groups of children in terms of their assessment of infrastructure, the leadership of the headmaster, and parent involvement. The average rankings for these factors were 179.67 vs. 125.57, 180.35 vs. 125.02, and 136.99 vs. 160.71, respectively. The statistical analysis of the perception rate on infrastructure, the leadership of HM, and parents' involvement (U = 7064.000, p = .000; U = 6972.500, p = .000; U = 9313.500, p = .013) revealed a highly significant relationship (p < .05). The findings indicate that students at ZS see classroom monitoring and the headmaster's leadership as influential variables for academic results. In contrast, CPSC students believe infrastructure, leadership, and parent involvement are crucial aspects of academic results.

Table 7
Results of Mann-Whitney Tests on Students' (CPS vs ZS) Perception of Co-curricular Activities

Comparative Variable	Contributing factors	Respondent type	Mean Rank	Sum of Ranks	U Statistics	Z Value	P Value	Remark
Co-Curricular Activities	Infrastructure	Students CPSC (135)	154.33	20834.50	10485.500	-.795	.427	Insignificant
		Students ZS (164)	146.44	24015.50				
	Leadership of Headmaster /Principal	Students CPSC	145.05	19581.50	7064.000	-.916	.359	Insignificant
		Students ZS	154.08	25268.50				
	Teacher-Student Relationship	Students CPSC	152.60	20600.50	10719.500	-.474	.635	Insignificant
		Students ZS	147.86	24249.50				

Table 6 indicates that no significant links were seen between the contributing elements for co-curricular activities, as perceived by students from CPSC and ZS. Additionally, the ranking of these contributing variables differed between the students of CPSC and ZS for co-curricular activities. The statistical analysis of the perceived rates of infrastructure, the leadership of HM, and the teacher-student relationship (U = 10485.500, p = .427; U = 7064.000, p = .359; U = 10719.500, p = .635) indicated that the association (p < .05) was not statistically significant. However, the average rankings for infrastructure and teacher-student connection among CPSC students are higher than ZS students (154.33 vs. 146.44; 152.60 vs. 147.86). The average rankings of infrastructure and teacher-student connection among ZS pupils are higher than those of CPSC

students (145.05 vs. 154.08). Therefore, infrastructure and teacher-student relationship are the determining elements for CPSC students, while leadership is the determining factor for ZS students.

Table 8
Results of Mann-Whitney Tests on Students' (CPSC vs ZS) Perception on Student Attendance

Comparative Variable	Contributing factors	Respondent type	Mean Rank	Sum of Ranks	U Statistics	Z Value	P Value	Remark
Students Attendance	Classroom Monitoring	Students CPSC (135)	178.31	24072.00	7248.000	-5.172	.000	Highly Significant
		Students ZS (164)	126.70	20778.00				
	Infrastructure	Students CPSC	179.67	24256.00	5032.500	-8.205	.000	Highly Significant
		Students ZS	125.57	20594.00				
	Parents Involvement	Students CPSC	180.35	24347.50	9821.500	-1.739	.082	Insignificant
		Students ZS	125.02	20502.50				
	Teacher-Student Relationship	Students CPSC	140.34	18946.50	9766.500	-1.821	.069	Insignificant
		Students ZS	157.95	25903.50				

Table 7 displays the ranking of the characteristics that contribute to students' attendance among CPSC and ZS students. Table 10 shows a strong correlation between students' perception from both CPSC and ZS regarding classroom monitoring (U = 7248.000, p = .000) and infrastructure (U = 5032.500, p = .000) as factors influencing student attendance. However, there was a negligible correlation between the impression of children from both CPSC and ZS regarding parents' engagement (U = 9821.500, p = 6.70). The infrastructure score for CPSC (179.67) and the parent involvement score for CPSC (180.35) are greater compared to those of ZS (125.57 and 125.02, respectively). The outcome suggests that class monitoring, infrastructure, and parent involvement are influential aspects that significantly impact their performance. Conversely, the average rank of ZS pupils for teacher-student relationships (157.95 vs. 140.34) is greater than that of CPSC. Teacher-student interaction is a significant component that influences the pupils of ZS.

Discussion

The findings of this study indicate that CPSC and ZS have certain contributing elements that strongly correlate with the management of the secondary school system in Bangladesh. This study presents the contributing factors from both parents' and students' perspectives. Some of the factors contributed significantly, and some did not.

Parents' involvement and leadership of HM in administering the secondary school system in Bangladesh are important variables for academic results, as seen from the perspective of parents of CPSC and ZS. Similarly, the parents of CPSC and ZS consider the leadership of the headmaster/principal and the teacher-student relationship to be important aspects of preserving co-curricular activities in administering the secondary school system in Bangladesh. Similarly, infrastructure and parent involvement are key elements contributing to student attendance in secondary education management. Similarly, the infrastructure and leadership of the Headmaster/Principal play significant roles in administering secondary education and attracting student enrollment. When assessing the components that contribute to the management of the secondary school system in CPSC in Bangladesh, parents of CPSC identified classroom monitoring, infrastructure, teachers' training, parents' involvement, and leadership of HM as the responsible factors. The parents of ZS believe that retaining the aforementioned factors in ZSs is necessary to improve students' academic performance. Conversely, the parents of ZSs perceived that their children could engage in co-curricular activities. Regarding regulating student attendance, CPSC parents believe that parental participation and the interaction between teachers and students are the most significant contributing elements. However, ZS's parents believed that classroom monitoring and infrastructure were crucial. Similarly, the parents of CPSC have stated that the infrastructure and leadership of the Headmaster/Principal played a more impactful role in student enrollment than that of ZSs.

However, elements such as Classroom Monitoring, Infrastructure, and Teachers' Training do not contribute equally to students' academic performance in CPSC and ZS schools. The parents of CPSC and ZS do not consider shared infrastructure to contribute to managing co-curricular activities for secondary education. Likewise, the elements of classroom monitoring and teacher-student connections do not contribute to student attendance in the management of secondary education.

According to students from CPSC and ZS, infrastructure, the leadership of the headmaster, and parent involvement are the key variables that influence academic results in the management of the secondary school system in Bangladesh. CPSC and ZS students benefit from common classroom monitoring and infrastructure, which are essential for maintaining co-curricular activities in administering the secondary school system in Bangladesh. In administering secondary education, both classroom monitoring and infrastructure play a significant role in influencing student attendance. According to the students of CPSC, classroom monitoring, infrastructure, and HM leadership were identified as the primary factors contributing to improving their academic outcomes in CPSC compared to ZSs. However, the parents' involvement played a more significant role for the pupils of ZSs than for the students of CPSCs. Regarding managing co-curricular activities, students at CPSC believe that infrastructure and the interaction between teachers and students are more influential than those at ZSs. The pupils of ZS believed that the leadership of the

Headmaster/Principal was the crucial component in this matter. When it comes to regulating student attendance, students from CPSC believe that variables such as classroom supervision, infrastructure, and parental participation are more effective than those from ZS. The parents of ZS believed that infrastructure was crucial for their students.

However, classroom monitoring is not a common contributing factor for academic performance in managing secondary results for students in CPSC and ZS. The students of CPSC and ZS do not have the common infrastructure, leadership under a Headmaster/Principal, and teacher-student interaction as variables that contribute to managing co-curricular activities in secondary education. Likewise, parental participation and the relationship between teachers and students do not play a role in influencing student attendance in the management of secondary education.

The findings of this study are supported by the existing literature from the lens of the theoretical aspect of educational management and leadership theory. Parents' involvement in students' academic performance is supported by Komakech's study (2015). The headmaster or principal's leadership role is crucial for students' success, as supported by the studies (Akkaya, 2021; Connolly et al., 2019; Kim, 2019; Mariyadas & Saravanakumar, 2022). The other factor for increasing students success in an educational institute is the healthy relationship between students and teachers (Demir & Karabeyoğlu, 2016; Koopmans, 2020; Rosmayati & Yulianti, 2022). The existing literature also supports that the infrastructure of an educational institute assists in flourishing students' mental and physical state and enhances students' academic success (González-pérez & Ramírez-montoya, 2022; Kapur, 2018; Rosmayati & Yulianti, 2022).

Conclusion

CPSC and ZS are the most popular forms of secondary education systems in Bangladesh. This study investigated the contents or factors from the parent's and students' perspectives that are commonly shared for their success at the secondary education level. The contents were defined regarding academic results, co-curricular activities, student attendance, and student enrollment. The results indicated that Parents' involvement and leadership of HM for academic results, the leadership of the headmaster/principal and the teacher-student relationship for co-curricular activities, infrastructure and parent involvement for student attendance and infrastructure and leadership of the Headmaster/Principal for student enrollment were the shareable contents from the parents' perspectives. On the other hand, from the students' perspectives, infrastructure, the leadership of the headmaster, parent involvement for academic results, classroom monitoring and infrastructure for co-curricular activities, and classroom monitoring and infrastructure for student attendance were the shareable contents of CPSC and ZS. The findings suggest that the shareable contents are responsible for the academic success of these two types of schooling systems in Bangladesh. The findings can be followed by schools in other contexts of the world. Moreover, much more research is needed in this regard.

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