

Evaluation of the Managerial and Planning Practices of Public School Heads at Secondary Level

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Abstract

The research study was conducted to evaluate the managerial and planning practices of public School heads at secondary level. The objectives of the study were to investigate the Managerial and planning practices of School heads and to investigate the independence between boys and Girls School heads with reference to managerial and planning practices. From total 160 Secondary Schools in upper dir and swat researcher selected 48 Male and 21 female School heads and 345 teachers both male and female. The findings showed that the school heads were perceived to be having better managerial and planning practices. However female head teachers were found to be relatively low than those of their male counterparts.

Key Words: *Managerial and Planning practices, School heads, Secondary Level*

1. Introduction

In education the importance of managerial skill of school heads cannot be ignored which play pivotal role in effective school improvement. Education serves the society and management improves education in the institutions. The overall educational environment of the institutions depicts the managerial skills and competencies of the School Head. The success of any organized activity depends upon management, which is the basic element of all social institutions. Management is the most pervasive phenomena in modern era that all social organizations are trying to acquire this skill for the improvement of their performance. Managers play a key role in their respective organizations. Effective management of organizations depends upon totally on the capabilities, talent, skills and managerial behaviors of the managers. Management is composed of activities like planning, operating, managing and

controlling an organization's process in order to utilize human and material resources crucial in the effective and efficient accomplishment of objectives. These activities are designed to achieve and accomplish the predetermined objectives with the help of human and other resources (Terry, 2000). Shami (2006) stated that educational management plays the central role in the qualitative and quantitative enhancement and development of educational structure in the country. Quality management is the basic component for the improvement of educational systems to compete with the modern world and constant changing scenario.

The National Education Policy (NEP) 1998-2010 recommended three months comprehensive program for all school administrators and supervisors in the country for quality management of education through (PITE) Provincial Institutes of Teacher Education as well as the existing Education Extension Centers (Government of Pakistan, 1998). Shahid (2000) stated that the main objective of educational management and administration, is therefore to create an environment for an individual or society, or the nation, to develop all aspects and lead to their fullest growth. The School Head performs a number of largely undefined roles and practices. Those practices must be defined, and-both practices and principals must change to keep pace with society and with developments in the field of education.

School education at secondary level is an important stage of educational system which comes after elementary level and provide base for higher education. Goel (2005) stated that the main objective of secondary education is to enable learners either to achieve higher education or technical training. Secondary level of education is the most effective stage in the entire educational system. The socio-economic development of the country depends upon effective management of secondary education which is the main factor and key function in reshaping natural capabilities of individuals. However function of the school head is the centre of the school's social system. Considerable research studies have been conducted on the issue that what are the leadership styles, researchers findings are, principals are the reforms initiators and change agents for the school improvement and organizational development (Hausman, 2000). School head is a dynamic personality whose job is economic, technological, demographic and global.

1.1 Statement of the Problem

The purpose of this research thesis was to evaluate the managerial and planning practices used by public school heads at secondary level to enhance effective school management.

1.2 Objectives

Objectives of the research were as follows:

- To investigate the Managerial and Planning practices of Public School heads at secondary level.
- To investigate the independence between boys and girls School heads with reference to Managerial and planning activities at secondary level.

1.3 Delimitation of the Study

Said proposed research article was delimited only to managerial and planning practices of public school heads at secondary level in Upper Dir and Swat.

2. Educational Management

The term educational management indicates, educational management drives in the educational organizations. In literature, no proper and exact definition of educational management as its improvement normally rest on many fields like economics, sociology, psychology and political science. Generally, concepts of

educational management based upon certain concepts of their authors. Choudhury, (2001) narrated that it is learning process of standards, manners, ethics, expertise and skills to achieve anticipated objects. Management is the procedure of creating and sustaining an atmosphere where employees work together in groups for accomplishment of set tasks assigned by higher authorities. The practical application of management concept in educational field is described as educational management. Similar as the other areas of life the management is considered as key instrument for directing executive issues and challenges of educational associations. Management is therefore a process considered to make sure simplicity of aims and due collaboration, contribution, collaboration, intrusions and attachment of persons in the effective accomplishment of tasks. It is a social procedure which ensures involvement of individuals internal and external the educational institutes (Shami, 2007).

Sen (2011) point out that, management of education is the conceptual and practical side of the management and supervision of prevailing educational structure. Educational management is the active and vibrant part that focuses on learning based on primary level as well as secondary educational administration and supervision workplaces. The main human indicators that educational management contains are Learners, parents, instructors as well as other personnel included in educational bodies at local and central government. On the other side budget, structures, educational materials are the key ingredients. Furthermore it also discuss with policies and guidelines. The combination of these 'elements' into a 'total' is educational management. The fundamental aim of active school management is the advancement of successful education and knowledge. The level, from which active learning is attained thus, develops into the standard alongside value of management is to be adjudicated (Bush, 2007). Organization visualizes, implement and evaluate the on-going cyclic process in educational institutions.

2.2 Educational Planning

Successful planning and visualizing is reliant over vibrant set objects with goals, sound articulated rules, and well-versed managerial functions and decision-making. Planning is considered as greatest significant expertise that is learned for the purpose to become an effective school head. Planning trait regarding educating as well as teaching is vital which only be able to define the inefficiency or effectiveness of the educational leader (University of Pretoria, 2010). Planning can consequently view as the fundamental essential purposes regarding school leaders, because it provides foundation for all other managerial activities. The head has to plan well and emphasis on what is to be done, how and where it is to be done; who should perform it and have a great purpose for each and every stage in order to achievement of educational institutional objectives (Deventer, 2003). Planning is a crucial procedure towards group which defines means by groups categorizes the objects. Before plan a person should have comprehensive idea towards preferred expectations of association. Developing ideas is the central chunk of the planning phase of collaborative planning, where the present structures is reformed for making an ideal design (Steinbacher & Smith, 2009). Keung (2008) define enlightens that while additional time and energy required by planning and decision-making are stable by concerned leadership, educators with agreement and zeal.

The growth, coordination and achievement regarding educational institutes' ideas according to educational leaders are most imperative object. Management has great function regarding what is expected to take place in school system for betterment (Love, 1994). Establishing sound plan for the institutes like permitting the

heads' inspired fancy and thoughts to improve what his educational institutes would be like when its probable is entirely realized. Visualization is like picturing the end outcome and planning execution to complete task that is compulsory to achieve deliberate objects and aims. This is the chore of the educational head to complete this (Sterling and Davidoff, 2000). Furthermore, vision gives tracks and routes in the direction of rather valuable to be achievable and to endeavor afterwards. However it is significant that all key indicators within institution recognize with visualization (Sterling & Davidoff, 2000).

3. Method

The current research article entitled "Evaluation of the managerial and planning practices of public school heads at secondary level" was a quantitative research by nature and the survey technique was adopted to conduct the research.

3.1 Population

The Public Secondary Schools of Districts Upper Dir and Swat including male and female was the population of the study. The total numbers of public secondary Schools were 160 in upper Dir and Swat where 124 were for boys and 36 were for girls. All the public school heads and teachers male and female were included in the population.

3.2 Sample

The total public schools at secondary level were 160 (Male and female). Researcher selected 48 Male and 21 female for the study. From total 160 school heads sixty nine (69) School heads and 345 teachers both male and female of these schools were selected as sample of the study. Teachers were selected on the basis of their availability five (5) each from schools. The sample size was, therefore, 414.

3.3 Instruments

For this research article two types of questionnaire were selected as a research tool because it is more efficient and completed in short time, is less expensive and allow collecting data from large samples. For researcher it is easy to fill out and keeps respondents on subject.

3.4 Data Collection

In order to collect data two questionnaires were framed for male and female school heads and teachers of public schools at secondary level.

3.5 Data Analysis

The collected data from teachers and school heads were arranged, analyzed and interpreted through questionnaire by using frequency, percentage and chi square. Data collected on five point scale was used to calculate the score.

Strongly agree	SA	05 Points
Agree	A	04 Points
Undecided	UD	03 Points
Disagree	DA	02 Points
Strongly disagree	SDA	01 Points

Table 1: Data analysis results of male and female School heads

Statement	Gender	SA	A	UD	DA	SDA	χ^2
You are committed and you have prepared school improvement plan.	Male	39 81.2%	5 10.4%	4 8.3%	0 0%	0 0%	25.534* df(3) p(0.000)
	Female	5 23.8%	11 52.4%	2 9.5%	3 14.3%	0 0%	
You always challenge the status quo and prefer mission of the school.	Male	14 29.2%	34 70.8%	0 0%	0 0%	0 0%	9.346* df(3) p(0.025)
	Female	2 9.5%	16 76.2%	2 9.5%	1 4.8%	0 0%	
Your decisions are timely and consistent with plans, programs, and policies of your department.	Male	20 41.7%	23 47.9%	0 0%	5 10.4%	0 0%	8.826* df(3) p(.025)
	Female	3 14.3%	14 66.7%	2 9.5%	2 9.5%	0 0%	
There is a high degree of trust and confidence among the leader and subordinates in your school.	Male	10 20.8%	19 39.6%	5 10.4%	14 29.2%	0 0%	5.068 df(4) p(.280)
	Female	1 4.8%	9 42.9%	2 9.5%	8 38.1%	1 4.8%	
You have created friendly, safe and orderly environment.	Male	19 39.6%	14 29.2%	5 10.4%	10 20.8%	0 0%	6.935 df(3) p(.074)
	Female	4 19.0%	13 61.9%	2 9.5%	2 9.5%	0 0%	
You try to avoid conflict and confrontation with colleagues.	Male	19 39.6%	29 60.4%	0 0%	0 0%	0 0%	18.057* df(3) p(.000)
	Female	2 9.5%	13 61.9%	2 9.5%	4 19.0%	0 0%	
You are realistic in setting deadlines for assigning tasks to your staff.	Male	5 10.4%	29 60.4%	4 8.3%	10 20.8%	0 0%	1.182 df(3) p(.757)
	Female	3 14.3%	10 47.6%	3 14.3%	5 23.8%	0 0%	
You rarely change once you have taken a decision.	Male	5 10.4%	19 39.6%	5 10.4%	9 18.8%	10 20.8%	9.246 df(4) p(.055)
	Female	0 0%	6 28.6%	1 4.8%	11 52.4%	3 14.3%	
You let other members for using authority for betterment.	Male	4 8.3%	40 83.3%	4 8.3%	0 0%	0 0%	10.064* df(3) p(.018)
	Female	2 9.5%	13 61.9%	2 9.5%	4 19.0%	0 0%	
You give incentives to motivate teachers	Male	14 29.2%	29 60.4%	5 10.4%	0 0%	0 0%	10.998* df(3) p(.012)
	Female	3 14.3%	13 61.9%	1 4.8%	4 19.0%	0 0%	

and students.		14.3%	61.9%	4.8%	19.0%	0%	
You organize	Male	25	19	4	0	0	9.878*
meetings with		52.1%	39.6%	8.3%	0%	0%	df(3)
staff and divide	Female	4	12	3	2	0	p(.020)
responsibilities		19.0%	57.1%	14.3%	9.5%	0%	
properly.							
You provide	Male	4	30	4	10	0	9.295
equal		8.3%	62.5%	8.3%	20.8%	0%	df(4)
opportunities to	Female	1	9	1	7	3	p(.054)
all teachers and		4.8%	42.9%	4.8%	33.3%	14.3%	
send them for in-							
service training							
willingly.							
You have	Male	5	29	5	9	0	14.139*
established an		10.4%	60.4%	10.4%	18.8%	0%	df(4)
advisory	Female	0	7	1	12	1	p(.007)
management		0%	33.3%	4.8%	57.1%	4.8%	
committee.							
Training in	Male	48	0	0	0	0	51.560*
management is		100%	0%	0%	0%	0%	df(3)
necessary for	Female	4	11	3	3	0	p(.000)
school Heads.		19.0%	52.4%	14.3%	14.3%	0%	
You organize	Male	20	9	4	15	0	16.370*
meetings with		41.7%	18.8%	8.3%	31.2%	0%	df(3)
Parent Teacher	Female	1	13	3	4	0	p(.001)
Council.		4.8%	61.9%	14.3%	19.0%	0%	
District	Male	14	15	0	19	0	12.091*
management		29.2%	31.2%	0%	39.6%	0%	df(4)
helps in planning	Female	1	10	2	7	1	p(.017)
and		4.8%	47.6%	9.5%	33.3%	4.8%	
implementation of							
school activities.							

Table 2: Data analysis results of male and female School Teachers

Statement	Gender	SA	A	UD	DA	SDA	χ^2
School head is	Male	54	134	26	26	0	7.345
committed and he		22.5%	55.8%	10.8%	10.8%	0%	df(3)
has prepared school	Female	11	71	12	11	0	p(.062)
improvement plan.		10.5%	67.6%	11.4%	10.5%	0%	
School head always	Male	27	187	0	26	0	26.713*
challenge the status		11.2%	77.9%	0	10.8%	0%	df(3)
quo and prefer	Female	13	69	11	12	0	p(.000)
mission of the		12.4%	65.7%	10.5%	11.4%	0%	
school.							
School head	Male	26	160	27	27	0	.038
decisions are timely		10.8%	66.7%	11.2%	11.2%	0%	df(3)
and consistent with	Female	12	69	12	12	0	p(.998)
plans, programs, and		11.4%	65.7%	11.4%	11.4%	0%	
policies of your							

department.							
There is a high degree of trust and confidence among the leader and subordinates in your school.	Male	0 0%	134 55.8%	26 10.8%	80 33.3%	0 0%	9.310* df(2)
	Female	0 0%	46 43.8%	24 22.9%	35 33.3%	0 0%	p(.010)
School head have created friendly, safe and orderly environment.	Male	0 0%	132 55.0%	1 4%	81 33.8%	26 10.8%	39.041* df(3)
	Female	0 0%	46 43.8%	12 11.4%	47 44.8%	0 0%	p(.000)
School head try to avoid conflict and confrontation with colleagues.	Male	28 11.7%	186 77.5%	0 0%	26 10.8%	0 0%	37.420* df(3)
	Female	0 0%	82 78.1%	11 10.5%	12 11.4%	0 0%	p(000)
School head is realistic in setting deadlines for assigning tasks to staff.	Male	0 0%	187 77.9%	26 10.8%	27 11.2%	0 0%	31.243* df(3)
	Female	13 12.4%	69 65.7%	12 11.4%	11 10.5%	0 0%	p(.000)
School head rarely change once he takes a decision.	Male	0 0%	53 22.1%	26 10.8%	134 55.8%	27 11.2%	17.301* df(3)
	Female	0 0%	34 32.4%	12 11.4%	35 33.3%	24 22.9%	p(.001)
School head let other members for using authority for betterment.	Male	26 10.8%	160 66.7%	27 11.2%	27 11.2%	0 0%	8.838* df(3)
	Female	24 22.9%	58 55.2%	12 11.4%	11 10.5%	0 0%	p(.032)
School head gives incentives to motivate teachers and students.	Male	26 10.8%	162 67.5%	26 10.8%	26 10.8%	0 0%	10.109* df(3)
	Female	1 1.0%	81 77.1%	12 11.4%	11 10.5%	0 0%	p(018)
School head organize meetings with staff and divide responsibilities properly.	Male	0 0%	214 89.2%	0 0%	26 10.8%	0 0%	26.020* df(2)
	Female	0 0%	83 79.0%	11 10.5%	11 10.5%	0 0%	p(.000)
School head provide equal opportunities to all teachers send them for in-service training willingly.	Male	27 11.2%	134 55.8%	0 0%	53 22.1%	26 10.8%	80.955* df(4)
	Female	0 0%	34 32.4%	23 21.9%	23 21.9%	25 23.8%	p(.000)
School head has established an advisory management	Male	26 10.8%	162 67.5%	26 10.8%	26 10.8%	0 0%	63.689* df(4)
	Female	0 0%	47 44.8%	12 11.4%	35 33.3%	11 10.5%	p(.000)

committee.							
Training in management is necessary for school Heads	Male	0	214	0	26	0	26.210*
		0%	89.2%	0%	10.8%	0%	df(2)
	Female	11	82	0	12	0	p(.000)
		10.5%	78.1%	0%	11.4%	0%	
School head organize meetings with Parent Teacher Council.	Male	0	161	26	53	0	31.632*
		0%	67.1%	10.8%	22.1%	0%	df(3)
	Female	0	57	12	23	13	p(.000)
		0%	54.3%	11.4%	21.9%	12.4%	
District management helps in planning and implementation of school activities.	Male	0	187	0	27	26	63.915*
		0%	77.9%	0%	11.2%	10.8%	df(3)
	Female	0	58	12	35	0	p(.000)
		0%	55.2%	11.4%	33.3%	0%	

4. Findings of Questionnaire for Heads and Teachers

Following findings were drawn on the basis of item analysis of the questionnaire.

- The chi-square value of the statement was significant at 0.05 level. Majority of the respondents agreed that school heads are committed and they have prepared school improvement plan.
- The chi-square value of the statement was significant at 0.05 level. There was significant difference between the opinions of both the sectors. Significant number of the respondents favored that school heads always challenge the status quo and prefer mission of the school.
- The chi-square value of the statement was significant at 0.05 level. Majority of the respondents agreed that school heads decisions are timely and consistent with plans, programs, and policies of the department.
- The chi-square value of the statement was insignificant at 0.05 level. There was no true difference between the opinions of both the sectors. However majority of the respondents agreed that there is a high degree of trust and confidence among the leader and subordinates in the school.
- The chi-square value of the statement was insignificant at 0.05 level. There was no true difference between the opinions of both the sectors. However analysis shows that majority of the female heads have created friendly, safe and orderly environment than the male heads.
- The chi-square value of the statement was significant at 0.05 level. Majority of the respondents agreed that school heads try to avoid conflict and confrontation with colleagues.
- The chi-square value of the statement was insignificant at 0.05 level. There was no true difference between the opinions of both the sectors. However majority of the heads are realistic in setting deadlines for assigning tasks to their staff.
- The chi-square value of the statement was insignificant at 0.05 level. Majority of the female heads and teachers of both the sectors are disagreed with the statement that heads rarely change once they have taken a decision.
- The chi-square value of the statement was significant at 0.05 level. Majority of the respondents agreed that school heads let other members for using

authority for betterment.

- The chi-square value of the statement was significant at 0.05 level. Majority of the respondents agreed that school heads give incentives to motivate teachers and students.
- The chi-square value of the statement was significant at 0.05 level. Majority of the respondents agreed that school heads organize meetings with staff and divide responsibilities properly.
- The chi-square value of the statement regarding heads was significant at 0.05 level, while insignificant regarding teachers. Majority of the male school heads and teachers than the female are agreed that heads provide equal opportunities to all teachers send them for in-service training willingly.
- The chi-square value of the statement was significant at 0.05 level. However majority of the male heads than the female are agreed that they have established an advisory management committee.
- The chi-square value of the statement was significant at 0.05 level. Majority of respondents favored that training in management is necessary for school heads.
- The chi-square value of the statement was significant at 0.05 level. Majority of respondents agreed that school heads organize meetings with Parent Teacher Council.
- The chi-square value of the statement was significant at 0.05 level. Majority of respondents agreed that District management helps in planning and implementation of school activities.

5. Conclusion

Most of the school heads challenge the status, prefer mission of the school, take timely decisions according to the policy of department, created trust, confidence, and friendly environment and try to avoid confrontation with colleagues. Heads are realistic for assigning tasks; however most of female heads change their decisions. Majority of heads let other members for using authority for betterment, give incentives, organize meetings with staff, and divide responsibilities; however most of female heads did not provide opportunities to all teachers for in-service trainings nor they have established advisory management committees. All respondents favored that training in management is necessary for school heads. Heads organize meetings with Parent Teacher Council and the district management also helps in planning and implementation of school activities.

5.1 Recommendations

Following recommendations were made on the basis of conclusions:

- Government should focus on female academic and professional education.
- Department should provide equal opportunities to female heads and teachers for in-service trainings.
- Female heads should take decisions according to the rules and constitute advisory management committees.
- Department should provide training in management to school heads.

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