



The administrative attitude of secondary school heads

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Abstract

The study was to explore the perception of secondary school heads and their managerial roles. The sample of the study consisted of 56 school heads including 34 male and 22 females. A five-point scale was designed by the researchers for data collection. One of the researchers personally collected and recorded the information from the respondents. The analysis of data revealed that the school heads in Pakistan had better than average managerial behavior. Female school heads had better managerial behavior than their male counterparts.

Keywords: Administrative attitude, school heads.

INTRODUCTION

Management is a distinct process consisting of activities like planning, organizing, actuating and controlling. These activities are performed to determine and accomplish the predetermined objectives with the help of human and other resources (Terry, 2000).

Managers play a vital role in their respective societies. The successful management of organizations entirely depends upon the talent, managerial skills and behavior of the managers. Managers seek to promote the stability and smooth operation of their organizations. Principals directly affect students by ensuring that schools are efficiently run and they enhance the morale of the school through clear school rules and policies that tend to improve the general disciplinary climate of the school. Heller (2002) states that managers have been in existence for as long as individuals have put others in a position subordinate to them for the purpose of accomplishing predetermined goals. The books written by

Sumerian Temple Priests about 5000 BC offer evidence of managerial practices.

Principals in a school act as instructional leaders. That is a principal who creates and directs an instructional program that incorporates current research on instructional methods and who directs teaching efforts in curriculum and class room instruction, student assessment and program design (Baron, 1983).

The instructional managerial behavior of the principals impacts educational outcomes every bit as much as teacher's instructional practices. It has been pointed out that principal is a person who is to be actively involved in instructional program, manifesting his/her involvement by organizing goals and objectives, establishing criteria for performance, creating a conducive work setting and soliciting support for the academic program. They further added that effective educational managers must be able to "initiate", motivate and support improvement throughout the school (Khan, 1998).

Effective instructional management behaviors, group these behaviors in four areas; (i) Goals setting and production emphasis (ii) Organization, coordination and

decision making. (iii) Human relations. Effective instructional leaders devote more time to the coordination and control of instruction and are skilful at the tasks involved. They do more observations of the teachers' work and discuss more work problems with teachers. Niazi (2007) stated that there are three major factors which do contribute to the managerial behavior of the managers. These are communication, motivation and Human resource management.

The first factor in managerial behavior is communication. It establishes a sound connection between the managers and their colleagues. It is, because communication makes the organization system dynamic and links the organization purpose to the human participants. Communication within the group, from top to bottom or bottom to top is a fundamental mechanism by which members express their views, feelings and request for fulfillment of their needs. In any organization when managers have to achieve the organizational goals then they have to establish a sound communication system between their colleagues. Communication acts to control members' behavior in several ways. Organization has the authority, hierarchies and formal guidelines that employees are required to follow (Robbins, 1999).

The second factor in managerial behavior is motivation. Biological, emotional, cognitive or social forces that activate direct behavior is called motivation. It is the art of getting people to do things or to do things more efficiently and effectively. Ivancevich et al. (1986) further elaborates motivation that it is a state that directs the behavior of the individual towards certain goals and a psychological process that gives purpose and direction.

Human Resource Management (HRM) is the third important factor of managerial behavior. Recruiting and deploying right person for the right job is the essential element of any organization to run it effectively and efficiently. It is the process of accomplishing organizational objectives by requiring, retaining, terminating, developing and properly using the human resources in an organization. In government higher secondary schools, principals can play an important and effective role in deploying their teaching staff in an appropriate way. When the teachers are assigned right tasks then sound and fruitful academic results would be achieved. The acquisition of skilled, talented and motivated staff is an important part of Human Resource Management. The acquisition phase involves recruiting, screening, selecting and properly placing the personnel. Human Resource Management is the process of getting organizational objectives by requiring, retaining, terminating, developing and properly using the human resources in organization (Ivancevich et al., 1987).

There is another aspect of behavior of the managers' which is Organizational behavior of the managers. Organizational Behavior of the managers is an attempt to replace all management with behavioral science concepts and techniques (Luthans, 1986). Organizational

behavior is concerned with the study of what people do in an organization and how that behavior affects the performance of the organization. It is specially concerned with employment related situations. The topics that constitute the subject area of organizational behavior are motivation, leader behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, work design and work stress. Among these important topics are motivation, communication and human resource management. Field of study that investigates individuals, groups and structure have impact on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness (Robbins, 1999).

In the light of the above review, the overall purpose of the study was to investigate the Managerial Behavior of the heads of government higher secondary schools in the Gujranwala, Punjab (Pakistan). Gujranwala is fourth biggest city of Pakistan. Punjab is the home of the biggest province of Pakistan. The Objectives of the study were to investigate the perceptions of the schools head's about their managerial role, to identify the problems faced by them in fulfilling their responsibilities, to compare the managerial behavior of male and female school heads and to suggest some remedies on the basis of the conclusions.

POPULATION AND SAMPLE

The population of the study comprised of all the secondary school heads of province Punjab. The study was delimited to Gujranwala, district of Punjab. The population was widely spread and due to far flung areas it was difficult to get the data of the whole population. According to Frooq (2000) cluster sampling is more convenient when population is very large and spread over wide range of geographical area. 56 principals including 34 males and 22 females were selected as sample for data collection purpose.

INSTRUMENTATION

A five- point scale was developed by the researchers for use in measuring managerial behavior of school heads. All of the items were on five-point scale. An exploratory principal component analysis with a varimax rotation was used to reduce the number of item. Factors with eigen value less than two were excluded. Two more items with high side loadings on other dimensions were also excluded. The Scree-plot was then examined for a clear bend in the curve, which emerged at the fifth component. Thus the five component solution was accepted.

This procedure generated 5 dimensions explaining 59.10% of the variance and 6 items were excluded.

Table 1. Means and standard deviation schools head on managerial behavior scale.

Variable	N	Mean	Test value	Sd	Df	t	P
Managerial behavior	56	91.02	66	6.14	55	30.47	.000
Coordination	56	31.07	21	2.69	55	28.03	.000
Communication	56	21.09	15	2.41	55	18.88	.000
Professional orientation	56	15.32	12	3.56	5	6.99	.000
Morale	56	10.07	9	2.09	5	3.84	.000
Commitment	56	13.46	9	1.16	55	28.82	.00

Table 2. Means and standard deviation of male and female schools heads.

Variable	Respondents	N	Mean	S D	t	P
Managerial behavior	Female heads	22	94.95	4.01	4.46	.000
	Male heads	34	88.45	5.98		
Coordination	Female heads	22	32.14	2.03	4.86	.010
	Male heads	34	30.38	2.86		
Communication	Female heads	22	21.18	1.46	2.68	.796
	Male heads	34	21.03	2.88		
Professional orientation	Female heads	22	16.41	2.44	2.08	.042
	Male heads	34	14.61	4.00		
Morale	Female heads	22	11.50	1.72	4.87	.000
	Male heads	34	9.15	1.79		
Commitment	Female heads	22	13.72	1.08	1.41	.166
	Male heads	34	13.29	1.19		

According to the principal component analysis, the engine value of the first factor is 5.43 and the variance it explains is 18.09%, for the second factor the results are 4.36 and 14.52%, for the third factor 3.29 and 10.97%, for fourth factor 2.44 and 8.13% and for the fifth factor 2.22 and 7.39% respectively. This finding shows that five factors determined as important factors explain the majority of cumulative variance in the items and the variance related to the scale. In social sciences, the variance rates changing in the range of 40 and 60% are accepted as sufficient. The five dimensions were labelled as coordination (7 items), communication (5 items), professional orientation (4 items), morale (3 items), and commitment (3 items). The factor solution and the factor loadings consisted of 22 items. The reliability confidents of the scale and the subscales are as follows: managerial behavior (0.701), coordination (0.810), communication (0.693), professional orientation (0.840), morale (0.630) and commitment (0.701).

DATA COLLECTION

The scales were administered to the respective respondents. Time Design Method (TDM) of conducting survey (Dilman, 1978) was followed in all the stages of

the data collection process. The information from the respondents were collected and recorded by the researcher. To avoid any kind of discrepancies, researcher personally collected and recorded the information.

RESULTS

To determine the Managerial Behavior of School Heads, one-sample t-test was applied and tested. The difference between the expected total mean ($M = 66.00$) and the mean obtained from Managerial Behavior of School Heads scale ($M = 91.02$). The results (given in Table 1) indicate that there is a significant difference between expected mean and the mean obtained ($t(56) = 30.47$, $p < 0.000$). According to this finding, the mean obtained is significantly higher than the expected total mean ($M = 66.00$). So, it can be said that the school heads show better than average managerial behavior. This difference is also present in all five subscales.

The managerial behavior significantly differs in female and male school heads. Female school heads have better managerial behavior than their male counter parts. This difference is not significant in communication and commitment but significant in coordination, professional

orientation and morale (Table 2).

The comparison of means shows that there is no difference in managerial behavior of school heads with different grades, academic qualification, experience and professional qualification.

CONCLUSION

The School Heads of secondary schools have better than average managerial behavior. This difference is consistent in all five subscales. This difference is significant in communication, commitment, coordination, professional orientation and morale. The managerial behavior significantly differs in female and male school heads. Female school heads have better managerial behavior than their male counter parts. This difference is not significant in communication and commitment but significant in coordination, professional orientation and morale. There is no difference in managerial behavior of school heads with different grades, academic qualification, experience and professional qualification.

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