

MANAGERIAL PRACTICES OF THE PRINCIPALS OF ISLAMABAD MODEL SCHOOLS IN ISLAMABAD CAPITAL TERRITORY (PAKISTAN)

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ABSTRACT

Management of educational institutions to achieve the goals of excellence and quality is alwaysv. This study was conducted to know the management practices of Principals of federal government secondary schools named Islamabad Model Schools in Islamabad, the capital of Pakistan. Fifty principals of fifty Schools and two Trained Graduate Teachers of each school were selected randomly ensuring equal proportion of male and female principals working urban and rural areas. The data were collected through questionnaire by personal visit. The collected data were analysed with the help of Academic Administrative Grid given by William, Blake and Mounon. Significant difference between management practices of male and female principals working in urban and rural areas of Islamabad were analysed by applying mean, standard deviation and t-test. Mostly principals were found compromiser. No significant difference was found between male and female principals working in urban and rural areas. It was recommended to train the principal to gain the required level of management.

Keywords: Principal, School, Management, Education.

INTRODUCTION

Islamic Republic of Pakistan is a federation consisting four provinces (Punjab, Sindh, Khyber Pakhtoon khawa and Baluchistan), Federal Administrative Northern Area, Federal Administrative Tribal Area and Islamabad Capital Territory. Islamabad comprises 0.1 % area (796 squares Kilo Meter) of Pakistan.

Management system of education is almost same in all units of Pakistan. There are three stages of education elementary, secondary and higher education and five stages of educational institutions in Pakistan. Primary Schools (Grade I to V), Middle/Elementary School (up to Grade VIII), Secondary /High Schools (up to Grade X), Higher Secondary Schools/ Intermediate Collages (Up to Grade XII) and Collages/ Universities (Grade XIII and above).

The educational institutions are managed by the Principals. Management is an art of getting thing done with the help of other people. According to Lundgren (1983) 'The process of managing consists in getting things done for, with, and through people'. Management helps to improve the performance of the organization. According to Ducker (1973) management provides the opportunity in increasing productivity. The main purpose of management is to achieve the objective of the organization.

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selected aims of the organization by the help of the people. 'Management is the integrating force consisting of some basic foundation for compiling the objectives of an organization' (Saksensa, 1990). So it can be said that management is the process of utilizing material and human resources to accomplish designed objectives. Management is planning, organizing, directing and controlling of the organization so that the objectives of the organization can be achieved economically and effectively.

Organizations are established to achieve some common objectives. As it is said by Bhoomireddy (2004) organizations are social units founded to seek specific tasks. Organization and management depends on each other. No organization can achieve its objectives without management and there is no concept of management without organization.

Schools are also established to achieve some specific objectives and some people work together to achieve these objectives. So school is also an organization which is designed for learning (Bhoomireddy, 2004; Geol 2005).

Good management is essential in schools because school provides education and education is essential for the economic, social and moral development of the nation. If there will be poor management in school, there will be poor education. As a result there will be backwardness in the country. Education is essential for the development of the nation as Panda (1991) has rightly said the whole world feels that education enables a country to achieve progress and prestige for her people. According to Owen (1992) "good education is the result of goods management". He further says that education is the only instrument through which a nation can earn her name and fame according to her hope.

Due to importance of education and to achieve the desired objectives, the term educational management appears in education sectors. According to Shami (2006) "Educational management is well directed efforts within the school systems, for the achievement of educational objectives". He concluded by saying, that educational management is the efficient and economical use of time, money and material for achieving the objectives of the institutions. The output, out come and impact of school depend on educational management. If the educational management is well directed and apply the Team Management (Real educational manager) then definitely educational performance will improve. Effective management is the basic requirement for bringing the educational systems to right track to face the challenges of modern world and its changing scenario (Shami, 2005).

The head of school is most important person in the school. The reputation of a school depends upon the quality of the head of the school. According to Bhoomireddy (2004) the head teacher is responsible for all that is being done in or by the school. He further states that the head teacher in the school occupies the most important seat in the administrative machinery of the school. He explains his position in school by comparing the position of the sun in the solar system. It shows that the head teacher/principal is hub of the total educational process that goes into school. The performance of school can be observed by its leader (principal). According to Goel (2005) the effectiveness of schools depends on its principal/head teacher provided by its school administration.

The school's principal has to do two functions. He/she has to improve the result and also he/she has to take care of his colleagues. "The effective leader must perform two functions successfully, the achievement of the task which has been set up, and the

fulfilment of colleagues needs” (Owen, 1992).

According to Huges (1976) the head teacher has to interpret the aims of the school to the community. He has to frame policy and plan at school level, to ensure maximum efficiency in putting theory in to practice. He has to create an atmosphere in which staff can work in harmony.

Principal is the immediate leader of the school teachers. He is not only responsible for the achieving the targets of the school but also to take care of the professional requirements of the staff members. There must be balance between the tasks and people orientation. Head teacher/principal plays a leading role in the institution. In some cases the performance of all principal is not same; some heads are effective leaders while others are not.

There are as many management styles as the managers are. To represents maximum management style 'The Academic Administrator Grid' presented by Blake, Mouton and William is considered best. The original grid concept appeared in 1961. In 1964 a remarkable book 'The Managerial Grid: Key Orientation for Achieving Production through People' to check the performance of the managers was written. It has been modified in 1981, for assessing the managerial style of the educational leader (principal, headmaster, coordinator, dean of faculty, chairman of department and vice chancellor etc.). The Managerial Grid is the most significant and practical contribution to in the field of management. According to Reddy (2004) this grid is more than just a theory in human behaviour. It is tested sciences of management theory. It employs the systematic principles which can be taught and which may then be applied in day to day situation. According to Lundgren (1983) the Academic Managerial Grid serves as a map to show the objectives of the comprehensive management development program.

The scenario of researches in the field of educational management in our country has intrigued the researcher to conduct a research in this particular field in the context of education. So the study was conducted to investigate the management style of the principals of government higher secondary schools in Punjab in the light of managerial practices of Blake, Williams and Mouton's The Academic Managerial Grid: A Guide to Developing Effective Management Team.

STATEMENT OF THE PROBLEM

In this study the researcher has studied the management styles of principals of Islamabad Model Schools (I-X) Islamabad by applying the Academic Managerial Grid presented by Blake, William and Mouton.

OBJECTIVES OF THE STUDY

1. To study the management style of principals.
2. To compare the management style of the male and female principals.
3. To compare the management style of the principals serving in urban and rural areas.
4. To recommend steps for reaching the real level of management.

SIGNIFICANCE OF THE STUDY

This study is significant due to the following;

1. It will be helpful for the educational planers, policy makers, government educational department and principals in the field of education.
2. This research will be helpful for many other researchers in the same field.
3. This research will through light on the perceptions of school teachers and their principals toward the management style of the principals.
4. This research is expected to provide proper guidelines or adoption of effective management as perceived by the teachers and the principals.
5. This research will be helpful for the concerned department of education and will help them in training of direct selectees, promotees, headmasters, and principals. It will suggest ways and means and to help them in improving their performance.

REVIEW OF LITERATURE

Academic Managerial Grid:

The Academic Managerial Grid is a systematic frame work for ordering and compressing into useable form of behaviour science theory and research subject for understanding and improving the exercise of management in school, colleges and university. Two fundamental aspects of management are concern for subordinate and concern for institutional performance (Blake, Mouton & Williams, 1981).

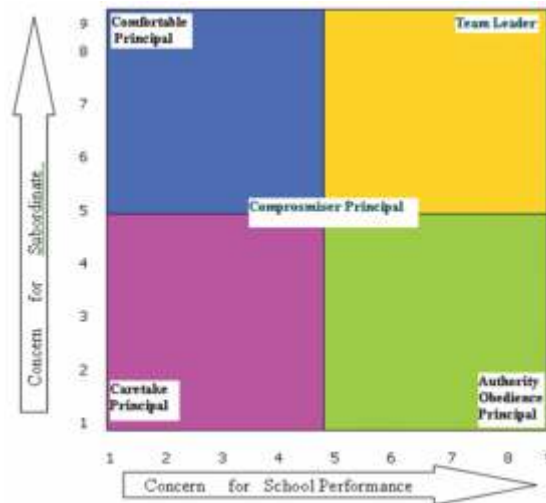


Figure 1: Graphical Representation of Academic Managerial Grid

The Grid has two dimensions. One is 'concern for School Performance' along the x-axis, on a scale from one to nine. The other is 'concern for Subordinate' along the y-axis on nine point scale with nine high. Blake, William and Mouton have recognized four extreme of management style (Reddy, 2005).

1. Caretaker Principal: 1, 1

Caretaker principal is represented in the lower left corner of the Academic Managerial Grid. He is motivated to stay in the system. It means this type of principal works enough to build seniority but without making an effort to be beneficial for colleagues, students, or the institution as a whole. This principal expects little and gives little to the school. The 1, 1 oriented Principal goes through the management as per routine has no commitment to school (Blake, Mouton & Williams, 1981).

2. Authority Obedience Principal: 9, 1

This principal locates in the lower right corner of the Academic Managerial Grid. He/she applies the autocratic/ authoritative style of management to get results. He/she has high concern for the task of the school. He/she considers that the task of the school must be chased at any cost. He/she has little concern for the welfare and rights of the subordinates. This type of principal makes sure that others follow the proper course toward achievement. He/she is confident in his performance. To come out on top, this principal feels no hesitation in pulling rank in order to impose standards on others (Blake, Mouton & Williams, 1981).

3. Comfortable Principal: 1, 9

The 1, 9-oriented principal falls on the upper left corner of the Academic Managerial Grid. He/she has low concern for performance of the school but he/she has high concern for subordinates (faculty, students, and employees) and the public. According to him / her, role of the principal is, to make the academic environment school a comfortable and pleasing place. He/she consumes his/her effort to create the proper climate for the school. This type of principal also encourages cooperative work atmosphere (Blake, Mouton & Williams, 1981).

4. Compromiser Principal: 5, 5

This principal is in the centre of The Academic Managerial Grid. He/she emphasizes 'responsive leadership'. He/she does what the majority thinks or wants to be done. He/she is motivated by others. He/she remains careful to avoid self-exposure. Prevailing opinions are his / her opinions. What others rejects, he/ she rejects. Therefore this type of principal seldom has deep commitments to tasks or to the subordinates. This principal can be beneficial for the school when he/she is motivated properly (Blake, Mouton & Williams, 1981).

5. Team Leader: 9, 9

The principal is located in upper right corner of The Academic Managerial Grid. He/she takes care for the needs of the subordinates as well as the need of the school performance. He /she is able to connect both these needs develops links between institutional needs for performance and the needs of faculty and staff for full and

rewarding work experiences. A 9, 9 orientation principal involves an integration of concerns: a high concern for institutional performance with high concern for subordinates. He/she takes active participation which leads to involvement and commitment to standards of excellence. His/her involvement in all matters of the school encourages subordinates to achieve the highest possible performance in term of quality, quantity and personal satisfaction. His/her commitment to both the needs of the subordinates and need of the school motivates subordinates to develop a personal commitment to school achievement (Blake, Mouton & Williams, 1981).

RESEARCH METHODOLOGY

The procedure of the study was as under:

1: Population

All the principals and secondary school teachers of Islamabad Model Schools of Islamabad were included in population.

2. Sample:

Multistage sampling technique was used. The Islamabad Capital Territory is divided into five educational sectors under the supervision of five Area Education Officers. Four sectors are rural sector while one is urban sector. Total 50 secondary schools were selected by ensuring five male and five female schools from each sector. In the second stage, all the 50 principals were taken from sample schools. To know the opinion of the subordinates about the management style of the principal, two Trained Graduate Teachers were selected conveniently from each school.

3. Instrument:

A questionnaire was developed with the help of Black, William and Moutons Academic Administrative/managerial Grid. Black, William and Mouton had developed the questionnaire for assessing the administrative style of Administrators and leaders in the University (top level management). In that questionnaire, there were 18 statements (9 for subordinates and 9 for tasks). The researcher has modified this questionnaire according to the local need and thus 32 statements were prepared (16 to know concern for school performance and 16 for need of the subordinates) which helped the researcher to understand the view and style of management of that principal. Thirty two closed ended statements having five point ranging scale from always to never were included in the questionnaire.

Statement number 33 was developed to take suggestions for improvement of the management practice of the principal and educational management. It was open ended. There was no restriction for the respondents for the number of the suggestions. Same questionnaire was used to know the opinions of Trained Graduate Teachers.

Pilot Testing:

The questionnaire was validated by the panel of the 5 educationists. For the purpose of the reliability, the questionnaires were sent to four principals and twelve subject specialists. They were part of the population but not included in the sample. In the light

of feedback, questionnaire was improved and finalized. The reliability of the statements were checked by applying Richardson Kuder's method.

4. Data Collection:

For the data collection, the researcher personally visited the sampled schools except those schools which were very far from main cities. The researcher requested to the principals and Trained Graduate Teachers to fill the questionnaire. For collecting the data from far-flung areas and from girls schools, the questionnaire were delivered and received by post. Fifty five percent (65 %) response were received in first attempt. Reminders were sent to the schools with request letter and more 11 % responses were done. Again reminders were sent in remaining sample 4% more questionnaires were sent back to the researcher. It took 6 month of the researcher. So the 80 % responses are ensured.

5. Data Analysis:

The management style was observed by applying the Academic Administrative Grid and other inferences were made on the basis of analyzed data. To put the data into tabular form, score were assigned to the responses provided on five point scale. For scoring process the responses always, frequently, some time, seldom, and never were assigned 4,3,2,1 and zero marks respectively for the entire closed ended statements except for the statement 7, 16 and 22. These three statements were scored in reverse order due to the negative nature of the statement. After scoring each statement, subordinates orientation of the principal was calculated by adding scores of statement No. 1 to 16, and task orientation of the principal was calculated by adding scores of statements No. 17 to 32 for each respondent. For analysis of data, mean scores and graphs (Academic Managerial Grid) were used as statistical tools. To assess the significance difference between the management style of male and female principals and to compare the principals serving urban and rural areas, the 't' test was applied.

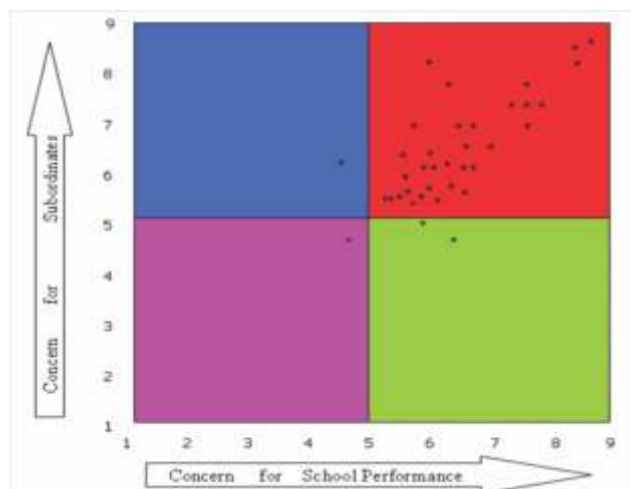


Fig 2: Application of the Average Scores of Respondents on Grid

1. No any principal was found on any extreme of the Academic Managerial Grid.
2. Eighty (80) % principals fall near the middle of the graph. So they can be said Compromiser Principal.
3. Only 6 % principals apply near to the team management style of the Academic Managerial Grid.
4. Eighty three (92) % principals fall in the left-top portion of the graph which is Better portion of the graph.
5. There is no significant difference between the management style of Male and female principals.
6. There is no significant difference between the management styles of principals serving in Urban and Rural Area.

Table 1: Mean Difference in Management Style of Principals

Concerns	Gender/ area	Strength	Means	Standard Deviation	t
Concern for subordinates	Male	25	5.97	0.8	-0.169
	Female	25	6.14	0.76	
Concern for school performance	Male	25	6.254	0.86	-0.7
	Female	25	6.52	0.84	
Concern for subordinates	Urban	25	6.22	0.83	0.83
	Rural	25	5.748	3.37	
Concern for school performance	Urban	25	6.39	1.2	0.376
	Rural	25	6.22	0.83	

The table No. 1 shows that there is no significance difference between the two means (male and female) with regard to subordinates. With respect school performance there is no significant difference between the management style of male and female principals. There is no significance difference between the management style of principals of urban area and rural area with respect to their behaviour with subordinates. There is insignificant difference between the management style of principals of urban area and rural area in case of school performance.

CONCLUSION AND DISCUSSION

Neither any principal is found on any extreme neither of the graph nor on exact on the Compromiser Principal as described by Blake and Mouton. Mostly principals are found to apply the management style better than the average (Compromiser Principal). Mostly principals apply the Compromiser Principal Management style. The management performance of Male and Female principals is same. The management practices of the principals serving in rural area and urban area is same. The findings of the present study are in the line with the findings of Rahmatulla (1999) who conducted a study on "The Management Styles of Principals of Government Collages in KPK. in the light of the

management practices of Blake and Mouton”.

The population of his study was totally different but the results are same. It shows that KPK and Islamabad are different areas and the level of degree colleges and secondary school is also different yet the management practices in both the areas at all level of education are same. It indicates that the management practices, in education are below the required standard. Our principals are average level principal; not the team leader. The only benefit of this level of management is that it is flexible and the principals adopt any style at any time according to need. But the disadvantage is that it is lower standard of management and the principals may adopt caretaker style when he/ she feel that the staff is neither committed nor competent. So his/ her compromising on poor performance is very harmful for the future. So it is needed to arrange the managerial training and motivation to create commitment. The results also indicate that the management of male and female principals is approximately same. So there is a need to arrange the managerial training to take them on the team management level.

Zile-e-Huma (2003) conducted a research for her PhD by the name of analytical assessment of management styles of the principal on Blake and Mouton Managerial Grid. Population of her study, were degree colleges of Punjab. Her findings are different from the researcher's findings. She found the majority of the principal as a Team Leader. The possible reason may be the interpretation of the grid theory. She took such principals as Team Leaders who were on the upper right corner of the Grid while the researcher has taken such principal as Compromiser principal due to their closeness to the middle of the Grid. Only those principals were taken as team leader who were very close to the upper right extreme of the Grid. This study dealt only with the investigation of the male and female principals and Trained Graduate Teachers of Islamabad. It is recommended that other researches may be conducted in other provinces of Pakistan and at primary, secondary and college level. It was also felt that the principals have the need of the managerial training and thus their management style can be improved up to Team Leader(9,9) as prescribed by Blake and Mouton. Educational services academy should be established on the pattern of civil services academy to train the educational leaders. Refresher courses may be introduced for the principals. Every principal may be given training every year or at least once in three years. In these courses the training of latest management skills may be given to the principals. Fifty (50) % seats may be reserved for in-service employees and 50 % seats may be reserved for direct selection. So that the managerial practices are improved through the experiences of in-services and talents of the fresh blood. Both the cadres may be selected through the competitive examination to be held by the concerned Public Service commission. There may be arrangement of pre- services training of six month for the principals (either they were direct selectee or promote) in educational services academy. The principal may be given authority to adopt the management style according to the situation. Only the result of the students may not be considered final for performance of the principal but his/her behaviours with staff ,students and community, his /her regularity, punctuality, piety and leadership also be checked. God principal may be given award in the shape of performance award, addition increment or some cash prize.

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