

Professional Development Training of Educational Managers in Punjab: A Follow up Study

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Abstract

Educational managers are the key stakeholders of the education system and play a significant role in achieving the national educational goals. Professional development training of these educational managers is essential for broadening knowledge, making up deficiencies, and improving the skills of employees. Recently, Punjab School Education Department organized in-service training for the educational managers. This study is a brief follow up of this training and aims at finding out the changes brought in the educational managers through this training. Mixed methods approach of research was adopted to achieve the objectives. Data gathered from 50 educational managers and 100 teachers revealed that the training brought positive changes in the educational managers with respect to computer literacy, financial management, the skills of planning, supervision, personal management, and school organization. The study is hoped to be helpful for the authorities of School Education Department to review the training policy. Moreover, it will also be helpful to the educational managers for enhancing their managerial skills.

Keywords: Educational management, in-service training

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Introduction

The value of an educational system depends on its capability to continuously achieve the national and societal goals as well as individual aims. It is a complex task that entails individual, local and national efforts, involving so much physical resources and human input. For effective utilization of these human and material resources, it is essential to have a proper system of management which enables the educational system to achieve its goals.

Education is an organized activity and educational management is concerned with effective accomplishment of the affairs of an educational enterprise (Bush, 2006, p. 1). Management can simply be defined as the art and science of getting things done through others. However, this simple definition must not misguide us that educational management is straightforward and easy task rather it is a tough and intricate responsibility (Willower, 1980.). An educational manager has to plan imaginatively, manage efficiently, control capably, guide wisely, lead competently, and direct ingeniously because the success of his institution greatly depends upon how effectively he performs his tasks.

It is important that an educational manager must be properly equipped with relevant and necessary knowledge as well as skills to achieve the objectives of the educational institution. This necessitates adequate managerial training which enhances and develops the knowledge, skills and attitude of educational managers (Halim, Senin & Manaf, 2008., p. 2; Scheerens, 2010, p.19). Moreover, this is an age of continuous change in every walk of life. There are many developments occurring inside and outside the educational institutions. These changes necessitate the professional development training of the educational managers. Gouvernement du Québec (2001) contends that the present schools are undergoing through following important changes:

- a. Increased autonomy for schools
- b. A new mission for schools
- c. Increasing diversity among students
- d. Changes in the family unit
- e. Changes in the job market
- f. The fragmentation of knowledge and new learning paths
- g. New approaches to education research
- h. New problems and new needs

These changes demand latest knowledge, improved skills, and superior capabilities of the educational managers. Thus, in-service training is essential because improvement of knowledge, skills, and capabilities of educational managers is the chief focus of in-service training (Kydd, Crawford & Riches, 1997).

Pakistan is a developing country that has more issues in addition to the changes mentioned above. Here, in Pakistan, the situation is much alarming. The Ministry of Education (2009, p. 37) in National Educational Policy 2009 admits that the quality of educational personnel in the public sector is 'unsatisfactory' and this is chiefly because of 'an obsolete pre-service training structure and a less than adequate in service training'. In spite of a considerable number of educational institutions, Pakistan has not been able to achieve targets in educational sector. Pakistani education system is characterized by a lot of problems, such as low enrolment rate, high dropout rate, poor quality, low cost-effectiveness. The poor efficiency of the educational managers may be one source of these problems. As a matter of fact, most of the persons involved in the education management have got no proper training in the field of management. They have got their positions in management due to in-service promotion and consequently run the educational institutions on hit and trial methods.

Various studies have also recommended the need of in service training of the educational managers (Ghumman, 2000; Aslam, 2005; Shami, & Hussain, 2005; Quraishi, & Khatoon, 2008; Hussain & Zamair, 2011). Admitting this situation, the Government of Punjab has recently organized training programme for educational managers that aimed at professional growth of educational managers. Many educational managers have completed this training. As there is need of follow-up studies of this training programme, the present study is a step towards this attempt and aims to determine the changes brought by this in-service training for the educational managers.

Review of Literature

This section contains the literature concerning the key aspects of the study.

School as an Organization and Need of Management

An educational institution is a formal organization that is characterized by group behaviour (team work within the organization), planned structure (organization charts and position descriptions), process, (method of dividing organizational activities into small manageable parts), relationships, authority and responsibility, performance, clearly defined structure of activities (specific activities which are conducted under the direction of a leader), permanence, and elaboration (complexity). It consists of a group of individuals, in a certain place, with purpose to impart

knowledge, skills and attitudes to students or pupils for achieving a set of educational goals or objectives.

An educational institution cannot succeed without a competent manager just as the army cannot beat the enemy without a general. A school needs person with the temperament and skills to organize, motivate, and direct the actions of others for the creation and achievement of goals (Lynn, 2001, p. 2). Moreover, the educational policies and rules are not self-executing, so, it requires managerial insight and experience for implementation. It is the educational manager who struggles to achieve the organizational goals skilfully and intelligently avoiding vague and conflicting consequences. By sufficient authority, resources, and tools to organize, motivate, and monitor, he accomplishes those purposes for which he is responsible. He is not just a boss telling others what to do, but he plays a variety of roles such as planner, guide, supporter, associate, evaluator and feedback provider. He has to think ahead, plan well, deal skilfully with people, motivate the subordinates for solid performance, help those facing problems, and keep financial considerations, as well as customer service. In short the educational managers are responsible for keeping the schools organized. Therefore, they need sufficient skill, knowledge, and training.

Models of Educational Management

Although it is a general conception that theories are simply not used very much in the realm of practice (Willower, 1980, p. 2), yet theories provide a logical rationale for decision making. Without a theory, a manager will rely on experience but it is wishful thinking to assume that experience alone will teach leaders everything they need to know (Copland et al, 2002, p. 75). Therefore, realistic decisions are often based on some theories implicitly or explicitly. Knowledge of various management theories is essential as theories provide mental models (Leithwood et al, 1999, p. 75) and enable the manager to draw on a wide range of experience and understanding in resolving the problems. There is a great diversity in theories about the educational management due to diversity of educational institutions and the varied nature of the problems encountered in these institutions that require different approaches and solutions. Ribbins (1985, p. 223) rightly claims that "Students of educational management who turn to organizational theory for guidance in their attempt to understand and manage educational institutions will not find a single, universally applicable theory but a multiplicity of theoretical approaches each jealously guarded by a particular epistemic community". Based on these theories of educational management, different models have been proposed. Bush (2006, p.5) mentions following major categories of educational management models:

1. **Formal Models:** these models take an organization as hierarchical system in which manager uses rational means to pursue agreed goals, head possesses authority owing to his formal position within the organization and is accountable to sponsoring body (Bush, 2003, p. 37). Structural models; systems models, bureaucratic models, rational models, and hierarchical models are included in this category.
2. **Collegial Models:** Collegial models assume that power and decision-making should be shared among some or all members of the organization, these models emphasize on the process of discussion leading to consensus for policy formulation and decision making, and power is shared among some or all members of the organization (Bush, 2003, p. 64). The burdens of leadership will be less if roles are shared (Sergiovanni, 1984, p. 13).
3. **Political Models:** Political models are based on the theories that emphasize decision-making as a bargaining process that is negotiation between interest groups and the distribution of power.
4. **Subjective Models:** Subjective models stress the personal qualities of individuals rather than their social positions in the organization, and focus on individuals within organizations instead of the institution or its subunits, suggesting the subjective perception of each and every individual about organization. These models consider organizations to be emerging from the interaction of people and expression of values and beliefs of individual participant.
5. **Ambiguity Models:** Ambiguity models assume that there is uncertainty and unpredictability in organizations and lack of clarity of objectives of institutions. Ambiguity is a major feature of decision making in most public and educational organizations (March & Olsen, 1976, p. 12).
6. **Cultural Models:** The values, beliefs, norms and ideology of individuals in the organization are more important in the cultural models. The individuals in the organization hold certain ideas and beliefs which are communicated, shared and ultimately become the shared elements of organizational community.

Functions of Educational Management

To achieve the objectives of the institution, an educational manager performs various roles. However, these functions can be divided under six categories given in Figure 1.

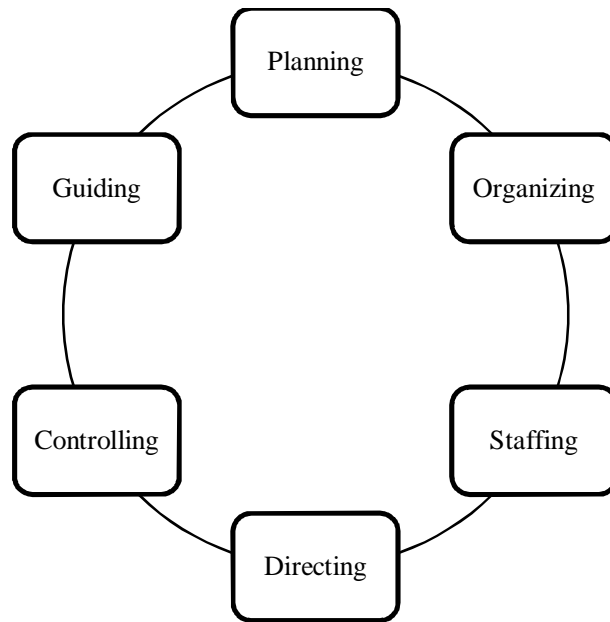


Figure 1: *Functions of Educational Mangers* (Kimani, n.d.;McNamara, 2009)

(a) Planning

Planning is the process of decision making by mapping direction and specifying the ways and means for following that direction. There are many forms of planning with different types of activities. The planning may be long-range planning (plan aimed at achieving a policy or set of policies over a period of several years), strategic planning (comprehensive, holistic, thoughtful or fundamental planning with involvement of high levels of management), and operational planning (planning done at lower levels). Chang (2008, p. 4) compares operational and strategic planning as given in Table 1.

Table 1*Operational Planning versus Strategic Planning*

| Activity | Operational planning | Strategic planning |
|-----------------|---|-------------------------------------|
| Focus | Routine activities | Achieving goals |
| Purpose | Achieving the best use of available resources | Planning the best courses of action |
| Rewards | Efficiency, stability | Effectiveness, impact |
| Information | Present situation | Future opportunities |
| Problem solving | Relies on past experience | Finds new ways and alternatives |

Source: (Chang, 2008, p. 4)

In the Punjab the policies concerning education are formulated at national or provincial level, so, the school management is more concerned with the implementation process of the policies. So, at school level, the management mainly does the operational planning.

(b) Organizing

Organizing refers to the process of bringing together and establishing orderly use of all available resources for achieving organizational goals. It includes human as well as material resources. With reference to school it involves putting together teachers, non-teaching staff, buildings, teaching and learning materials for ensuring quality education for the learners. Organizing ensures achievement of maximum success. Review of plans and objectives, determination of activities, classification and grouping of activities, assignment of work and resources, and evaluation of results are the five important steps followed in the process of organizing. Departmentation (the horizontal differentiation of an organization) and span of Control (the number of subordinates reporting to a manager) are important factors in organizing.

(c) Guiding

The manager is hoped to be more knowledgeable, skilful and experienced than his subordinates. The people working under him may face many obstacles, difficulties or problems in performing their jobs. It is the duty of the manager to properly guide them. Particularly the teachers, as they are dealing with the children, come across many problems that they cannot solve themselves. Here, they need guidance from the educational manager.

(d) Directing

Directing is a process through which employees are motivated to make effective and efficient contribution to the realization of organizational goals. It is very delicate and sensitive task of manager as here he deals with the human element.

Directing helps to initiate action, coordinate employee efforts, get maximum output from individuals facilitate changes, and enable subordinates to contribute their best. Consultative directing, free-rein directing/laissez faire and autocratic/dictatorial directing are the main forms of directing.

(e) Control

Controlling is carried out to avoid inefficiency and wastage of human and material resources and appraise the employees' performance. It includes determining what has been achieved, evaluating the performance in relation to pre-set objectives, and applying remedial measures. Accuracy, timeliness, flexibility, acceptability, integration, economic feasibility, strategic placement, and corrective actions are the important characteristics of controlling.

(f) Staffing

Staffing is the process of identifying, assessing, placing, evaluating and developing individuals at work. It is not just confined to just recruiting the required human resource but it also involves human resource planning, selection, training matching jobs and individuals, and appraisal in an organization.

Barriers to the In-Service Training

Every one admits the importance of in-service training. However, mostly it is neglected because of various reasons. Some of the barriers to the professional development of educational professionals are as under (Sussman, 2002; Scheerens, 2010, pp. 75-78) ;

- a. Conflict with work schedule
- b. No suitable professional development
- c. Family responsibilities
- d. Lack of employer support
- e. Did not have the pre-requisites
- f. Too expensive
- g. Lack of child care
- h. Language problem
- i. Unsuitable location of the training centres

Obviously, these obstacles can be overcome if the employees, employer, and the training institutions make collective and earnest efforts. Salter and Hansen (1999) think that main problem with the in-service training is lack of post adoption support. So, it is also important that after the training, follow up and continuous support is essential to achieve the objectives of the training.

Objectives of the Study

The present study aimed at determining managerial changes in the educational managers who got the training of educational management. The objectives of the study were to (a) elicit opinion of the educational managers about the training they received, and (b) find out improvement of managerial knowledge, skills, and motivation level in the trained educational managers brought by the management training.

Research Questions

This study attempted to explore answers of the following research questions.

1. What is the opinion of the educational managers about the training they received?
2. Did the training improve the knowledge of the educational managers?
3. Which skills of the educational managers were improved by the training?
4. How much did the training affect upon the motivation level of the educational managers?
5. What changes in the educational managers have been observed by the subordinates of these educational managers after the training?

Methodology

This study employed the sequential mixed methods approach of research to achieve the objectives. The study was delimited to Multan, Muzaffargarh, Dera Ghazi Khan, Rajan Pur and Muzaffargarh districts of Punjab. The sample of the study consisted of 50 educational managers (25 men and 25 women) who had received the management training and two teachers (subordinates of the educational managers who had received training) of every one of sampled manager selected by convenient sampling method. All of the educational managers had more than fifteen years of teaching cum administrative experience.

First of all the data were collected through questionnaires on five points Likert scale for the educational managers and their subordinates. However, the questionnaire for educational manager was changed from five points-Likert scale to "forced choice" method of four options as no one of the respondents chose the neutral option, so it was removed. So the choices for the educational managers were as under:

1. Strongly disagree (SDA)
2. Disagree (DA)
3. Agree (A)
4. Strongly agree (SA)

However, the choices for the subordinates of the educational managers were as under:

1. Strongly disagree (SDA)
2. Disagree (DA)
3. Undecided (UD)
4. Agree (A)
5. Strongly agree (SA)

Using SPSS, the Cronbach's Alpha score of the questionnaire for the educational managers was 0.970, while that of teachers was 0.962, which show that both the research tools were statistically reliable. For the detailed elaboration of the findings got through the questionnaires, 15 educational managers were interviewed. For this purpose, a semi structured interview sheet was prepared in the light of the opinions got through the questionnaires.

For the analysis of data obtained through questionnaires, each category was given numerical value from -2 to +2. The response Strongly agree was allotted +2, Agree +1, Undecided 0, Disagree -1 and Strongly Disagree -2. The average was calculated. The data obtained through interview were discussed qualitatively.

Findings

The findings of the study are:

(a) The Quantitative Data

1. Table 2 shows the opinion of the educational managers about the quality of management training they got. It is clear from the table that most of the educational managers agreed that the training was relevant to their job (mean +1.16) and the problems and issues related to their job were discussed in the training (mean +1.04). Majority of the educational managers were satisfied with the training as they agreed that on the whole the training was good (mean +0.88) because the resource persons encouraged questions and discussion (mean +0.80) and they were satisfied with the overall quality of presentations of the resource persons of the training (mean +0.70). Educational managers also thought that the training had met their expectations (mean

+0.52) and they recommend other educational managers to get professional development training like this (mean +0.66).

Table 2

The Opinion of the Educational Managers (Trainees) about the Quality of Training

| Statements | SDA | DA | A | SA | MEAN |
|---|-----------|-------------|-------------|-------------|-------|
| | N (%) | N (%) | N (%) | N (%) | |
| Satisfied with the overall quality of presentations of the resource persons of the training | 1 (2%) | 9 (18%) | 34 (68%) | 6 (12%) | +0.70 |
| The resource persons encouraged questions and discussion | 0 (0%) | 11 (22%) | 27 (54%) | 12 (24%) | +0.80 |
| Job related problems and issues were discussed in the training | 2 (4%) | 7 (14%) | 19 (38%) | 22 (44%) | +1.04 |
| The training was relevant to the job | 0 (0%) | 6 (12%) | 24 (48%) | 20 (40%) | +1.16 |
| The training met the expectation | 3 (6%) | 13 (26%) | 23 (46%) | 11 (22%) | +0.52 |
| On the whole, the training was good | 1 (2%) | 6 (12%) | 34 (68%) | 9 (18%) | +0.88 |
| The trainees recommend this training for other educational managers | 1 (2%) | 13 (26%) | 24 (48%) | 12 (24%) | +0.66 |

(Note: SDA=Strongly disagree, DA=Disagree, A=Agree, SA=Strongly agree)

2. Table 3 shows the opinion of the educational managers about the impact of management training they got in enhancing their knowledge and skills. Mean (+0.70) indicated that the Educational managers agreed that the training had improved their knowledge and they incorporated concepts learnt during the training into daily work, Moreover, they also believed that after the training they performed their duties more confidently (mean +0.80). Educational managers admitted that the training had enhanced their efficiency (mean +0.72).

Table 3*The Opinion of the Educational Managers (Trainees) about the impact of Training*

| Statements | SDA | DA | A | SA | Mean |
|--|-----------|-------------|-------------|-------------|-------|
| | N (%) | N (%) | N (%) | N (%) | |
| The training improved their knowledge and they incorporate concepts learnt during the training into daily work | 0 (0%) | 15 (30%) | 21 (42%) | 14 (28) | +0.70 |
| The training increased the confidence in performing duties | 4 (8) | 12 (24%) | 20 (40%) | 14 (28%) | +0.80 |
| The training has enhanced the efficiency | 1 (2%) | 9 (18%) | 33 (66%) | 7 (14%) | +0.72 |

Note: SDA= Strongly disagree, DA=Disagree, A=Agree, SA=Strongly agree

3. Table 4 shows the opinion of the teachers about the impact of training upon the attitude of heads of their institutions. Majority of teachers were of the opinion that HI were more motivated to do their duties (mean +0.56), and had enhanced their ability to motivate their subordinates (mean +0.55). However, many teachers disagreed with the views that the training had brought flexibility in HI (average -0.44) and that training had improved HI's skill to increase personal contacts with the subordinates (average -0.38).

Table 4*Opinion of the Teachers about the Impact of Training upon the Attitude of Heads of their Institutions*

| Statements | SDA | DA | UD | A | SA | Mean |
|---|----------|----------|----------|----------|----------|-------|
| | N & % | N & % | N & % | N & % | N & % | |
| After the training the HI is more motivated to perform his duties than before | 06 | 19 | 02 | 57 | 16 | +0.56 |
| The training enhanced the ability of HI to motivate his subordinates | 09 | 14 | 03 | 61 | 13 | +0.55 |
| The training has made the HI more flexible | 16 | 47 | 06 | 25 | 05 | -0.44 |
| The training has improved the personal contacts of the HI with the staff | 19 | 43 | 04 | 25 | 09 | -0.38 |

(SDA=Strongly disagree, DA=Disagree, UD= Undecided, A=Agree, SA=Strongly agree 4)

Table 5 shows the opinion of the teachers about the impact of training upon the skills and performance of heads of institutions [HI]. Majority of the teachers agreed that the training had improved the managerial skills of HI (mean +0.65) as HI demonstrated more managerial skills than they had before the training, had more

problem solving skill (mean +0.61), and performed their routine duties more effectively (mean +0.60). Many teachers were of the view that after the training the HI made best use of available resources (mean +0.59). Many teachers agreed that the training had enhanced the problem solving ability of the HI (mean +0.52). The teachers thought the training had enhanced the overall efficiency of the HI (mean +0.54).

Table 5

Opinion of the Teachers about the Impact of Training upon the Skills and performance of Heads of their Institutions

| Statements | SDA | DA | UD | A | SA | & Mean |
|---|----------|----------|----------|----------|----------|--------|
| | N & % | N & % | N & % | N & % | N & % | |
| The Head of the institution [HI] demonstrates more managerial skills than he had before the training. | 04 | 21 | 07 | 42 | 26 | +0.65 |
| The training increased the problem solving skill of the HI. | 02 | 19 | 05 | 64 | 10 | +0.61 |
| After the training the HI performs his routine activities more effectively. | 04 | 23 | 04 | 47 | 22 | +0.60 |
| The training enhanced the ability of HI to make the best use of available resources. | 11 | 14 | 02 | 51 | 22 | +0.59 |
| The training improved the efficiency of your HI. | 05 | 26 | 05 | 39 | 25 | +0.53 |
| The training has improved the Problem solving ability of the HI. | 07 | 20 | 08 | 44 | 21 | +0.52 |

(SDA=Strongly disagree, DA=Disagree, UD= Undecided, A=Agree, SA=Strongly agree)

(b) The qualitative Data

1. The educational managers were satisfied with the outcomes of the training they received. They thought that the training had enhanced their knowledge about educational management. Most of the managers confessed that after the training they realized that they did not have adequate knowledge of running an educational institution. During training they came to know new concepts, theories and models. One of the educational managers said, "The training taught us a lot of new concepts which I really did not know. For example I learned about the Facility management in education, Networked educational management." Another said that he faced much difficulty in knowing about the service rules, especially the amendments that had taken place during the course of time, but during the training he not only had an overview of the important

- service rules but also he was given a soft copy of these rules and now he could easily find the required rule.
2. Budget and finance rules were considered vital for management by majority of educational managers. Many of them felt more satisfied at the acquisition of knowledge about budget and finance rules at the training. One of the manager said, "Before training I was hesitant to utilize the available grants and funds fearing from the strict audit, consequently most of the grants lapsed and the authorities were reluctant to give financial grants in the coming years. Now I utilize all the grants and funds confidently in the best interest of the institution as I know the relevant rules and can face any audit."
 3. The educational managers also felt satisfied that they felt more at ease in having the various tasks done by their subordinates as the management training had effectively imparted them the knowledge of motivation, its theories and techniques, and now they could more effectively motivate others to have their part of work done. An important feature of the training, as particularly mentioned by the educational manager, was that they were able to know well the real authority, the restraints, the obligations, and the jurisdictions of their job, consequently, now they felt more confident to do their job.
 4. There were some who thought that the most important change that the training had brought was that of inculcating habit of planning and problem solving on scientific ground. During the training the sessions about how to plan as well as the practice of action research generated in them the quality of planning and solving problems in a logical and scientific way. They now knew the basic principles of planning and the steps involved in planning. They were glad that now they knew the objectives of their institutions, what the government as well as the community wanted of them, previously they had a narrow conception of the objectives of the institution. This knowledge had provided them direction. However, most of the educational managers were of the view that they had inadequate knowledge of the educational policy and the curriculum but they were not given detailed knowledge about the educational policy, curriculum, and their potential role in curriculum development and educational policy formulation.
 5. The educational managers thought that the training had not only refined their managerial skills but also developed certain new ones. The most important one was the use of information technology. Before training most of the managers did not know even to operate the computer. After the training, they not only could operate the computer but also use variety of resources especially those of information technology such as internet for improving their knowledge, solving

the problems, planning, interacting with others, and guiding teachers how they could effectively take advantages of the available resources.

6. The managers were glad that they had learnt various managerial skills during the training. They learnt how to plan the short term and long term educational activities. The knowledge of planning and the practical activities during the training had enabled them to plan beforehand. Consequently, they were able to avoid many problems that used to embarrass them earlier and could take maximum output from available resources. The other skills that the educational managers developed during the training were those of organizing, controlling, directing, leading, staffing, and motivating. One of the trained educational manager said, "The remarkable gift of the training is developing in us the tendency to adopt the scientific approach in each and every act of management." Another said, "Before training, I could hardly make decisions confidently as many unneeded factors influenced me, but now I can make sound decisions because of adopting a scientific approach."
7. Most of the educational managers asserted that after the training they felt more motivated in performing their duties. This lack of motivation before training they thought was due to insufficient knowledge of educational management, not enough confidence, lack of interaction with other educational managers particularly regarding management issues, and poor planning. The management training provided them an opportunity to interact with other educational managers and they came to know the problems faced by others. Now they had developed collaboration to exchange views and solve their problems. This practice had also developed in them a passion of positive competition. Moreover, the knowledge of how to motivate others had unconsciously motivated them to work for achieving the objectives of their institutions.
8. All the teachers were of the view that they had noticed a change in the educational managers after the training. Most of the teachers thought that the training had brought positive changes in their educational managers. One of the teachers said, "Before training when I consulted my Principal about some problem I was facing, he referred me to someone else. But now, he not only properly listens to me, responds positively, and guides me to my satisfaction." Many teachers thought that before training their Educational managers ran the school without proper planning and after the training they observed every action properly planned and the clear cut assignment of duties to every member of the institution.

9. The teachers felt that they had noticed a positive change in the educational managers after the training with respect to motivation techniques. A teacher said,

I was astonished to find my head praising me for my job done properly, as he had never done it before, now because he properly recognizes my efforts, I gladly do my duties and I am ready to work even extra time.

Many teachers admitted that they had observed a change in every sphere of school activities. However, some were of the views that the training had brought a negative change in the educational managers. Some said that after the training they found their principals more rigid, principled, and allocating more duties to the teachers. They were forgiving, soft and lenient but now they are strict. Some gave examples that after returning from the training, the first task the principal did was the disciplinary actions against certain employees that they never expected.

Conclusions

The educational managers were satisfied with the training they received. They regarded the training as relevant to their job. They were contented with the resource persons of the training, as they encouraged questions and discussion about the problems and issues related to their job. Educational managers thought that the training had a positive effect upon their competence.

The training had enhanced the knowledge of educational managers about educational management. Many educational managers had been posted on the educational management positions because of seniority and in-service promotion and had no opportunity of getting training in the educational management. So this training proved very beneficial for them. The training added much to the practical and theoretical knowledge concerning administration. The training also upgraded their knowledge by providing fresh developments about theories and concepts of educational management. They came to know rules and regulations concerning service, finance and budgeting. They learnt how to utilize resources effectively. They became aware of aims and objectives of institution and were now directing their efforts to attain them. They got the knowledge of operating computer and utilizing the information technology. The knowledge of how to plan the educational activities of the institution was a much helpful addition. However, the training did not provide sufficient knowledge about curriculum development, teaching strategies, matters regarding educational policies.

The educational management training had developed and refined many essential and useful educational management skills. They learnt the skills of planning, organizing, motivating, staffing, budgeting, utilizing information technology, guiding, controlling, directing, leading, and evaluating, and these were proving very useful efficient educational management and achieving the objectives of the organization. These had developed a confidence in the educational managers. Owing to these skills, now the educational managers could make more appropriate decisions and run their institution more efficiently. They had increased the efficiency of their teachers. The skill of motivation and guiding had enabled them to achieve maximum output from the available human resources.

The educational management training had boosted the motivation level of the educational managers. The interaction with other educational managers, the knowledge imparted to them and the skills developed in them built much confidence in the educational managers; consequently, they were not only more motivated to do their jobs but also motivating effectively their teachers.

Majority of the teachers admitted that the training had brought positive changes in every aspect of management capability in the educational managers. They confessed that now their educational managers could plan well, guide well, motivate as needed, and above all perform well in different situations concerning the school. Although, some of the teachers were unsatisfied with the changes and thought these changes to be negative yet the reasons given by them were inappropriate. For example they considered 'to be principled' is a negative quality and taking disciplinary actions against the teachers to be hateful.

Recommendations

On the basis of findings it is recommended that

- a. The government should continue this training for educational managers until all the educational managers have got the training.
- b. Before joining, all the fresh educational managers should get this training.
- c. The scope of training must be enlarged, for example the knowledge of teaching strategies, curriculum development and educational policy formulation should be added so that these educational managers could guide the teachers effectively.
- d. The educational managers should be provided such training off and on to meet the recent development and enhance the professional capability of educational managers.

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