

## **Managerial Training Needs Assessment of Heads of Secondary schools**

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### **Abstract**

The management of any organization plays a vital role in the quantitative expansion and qualitative improvement by managing the resources of the organization. Similarly heads of secondary schools manage resources available at institutional level to enhance access to secondary and provision of quality of education to the masses. Secondary education produces middle level workforce for the development of the economy and also provides a crop for higher education. The heads of secondary schools are promoted among teachers on the basis of seniority com-fitness without any management experience. The study was designed to assess the management training needs of heads of secondary schools. The sample of the study comprised of 178 respondents (50% of the target population) with equal representation of location rural, urban, gender male and female. It was found that heads of secondary schools needed training in various management areas which included financial management, academic management, office management, human resource management and general management. Gender wise comparison indicates that male heads needed more training than female heads in various management areas. It was also found that heads of secondary schools working in Rawalpindi district required more training as compared to heads of secondary schools working in Islamabad.

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### **Introduction**

The management of secondary education plays an important role in reshaping individuals' natural potential so as individual would be able to contribute for socio-economic development of the country. Secondary education produces middle level workforce and provides crop for higher education. Goel, (2005, p.3) points out that "secondary for the economy education is a period of education which follows after elementary education

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and acts as foundation for higher education. The purpose of secondary education is to prepare the students either for obtaining higher education or vocational training”. In fact secondary education is a streaming stage in Pakistan, because students usually choose the future line of action for further education. Head of Secondary schools thus have to cater the diversified needs of the individual students and needs of productive sectors of the economy. This diversification of curricula and importance of the secondary education have boosted the significance of heads of secondary schools.

Secondary education is a sub-sector of the education system and demands amicable management, keeping in view the major objectives of producing middle level workforce for the economy and providing a pavement for higher education “the quality of higher education depend upon the quality of secondary education. Secondary education is also a stage, where a student reaches to the age of adolescence which is the most crucial stage of life”. (GoP, NEP, 1998-2010, p.37). This situation has also enhanced the importance of secondary education in the country.

Management is the process of coordination and managing resources in efficient and effective manner (Robbins, 2001, p.8). According to Mathur, (2005, p.162), management is the act, manner or practice of managing, handling, and controlling the resources of the organization to achieve desired output. Management in education also supposed to manage the resources efficiently in order to achieve maximum output. According to (GoP, NEP 2009) Government of Pakistan could not develop any standardized managerial training system for education managers in general and for heads of secondary schools in particular at national level. The provincial governments usually arrange training for heads teachers and teachers in provincial teachers training institutes in their respective provinces and districts but no specific managerial training has been designed for heads of secondary schools after their immediate promotion as heads of secondary schools. In other words management training after promotion is not mandatory for heads of secondary schools recognizing the importance of managerial training for heads of secondary schools, government emphasized on in-service training of these heads of educational institutions in various national education policies. The government of Pakistan introduced reform in education sector. In these reforms special attentions have been given on the training for school based management as well as community mobilization (GoP, ESR, 2001-2004, p.33). This indicates recognition and strong commitment of the government to provide management training to head teachers of secondary schools as per to their job requirements for their capacity building.

The National Commission on Education (1959, p.268), advocated that “administrative staff, headmasters, and subject specialists for multi-purpose schools should receive in-service training through the education extension

centers". Similarly government brought administrative reforms through devolution of power ordinance (2001) that focuses on decentralization and participation in decision making at grassroots level. Consequently role of heads of secondary schools has been enhanced. Being head of an institution, s/he is vested with responsibility of informed decision making, in planning, organizing, directing and controlling the resources for the best utilization. Govinda, (2002, p10) highlights that head teachers are accountable for school education programs, student support, School Council and parental involvement in the organization of schools, and community representation of the school in proper manners.

Advancement in informational technology and globalization changed the scenario of the whole world. The present era of information technology and knowledge explosion created competitive environment for heads of educational institutions for producing high quality of manpower for the job market. In this regard, heads of secondary schools have to play a vital role in the development of the society. This challenging task cannot be accomplished unless and until a required managerial training facility is provided to the heads of secondary schools. Govinda, (2002, p. 20) highlights the role of heads has to create school environment in such manner so that uniform policy can be adopted for the involvement of teachers and maintaining discipline in the school.

Similarly, Reddy, (2006, p.127) visualizes that heads of school is in a position to affect attitude, social climate, morale, progress, cooperation and direction of efforts in schools. Quraishi, & Khatoon, (2008) found that "heads of secondary school needed training in financial management, IT skills, guidance, counseling, co-curricula activities and management skills. These empirical evidences indicate that there is a dire need for intensive management training of heads of schools. Similarly Azra, (1999) and Ghumman, (2000) found that "head of schools have to solve various problems of the schools, but they were facing shortage of teaching and non-teaching staff, proper guidance, counseling and in-services managerial training is required". Kandasamy, & Blanton, (2004) documented an analysis of school principals functions in Seven Asian Countries and stated various functions of school heads "personnel management, student management, finance management, general, administrative management, teaching responsibilities and Logistics". These empirical evidences show that heads required professional training for effective implementation of government policies regarding secondary education.

Managerial skills are required to handle managerial tasks at institutional level but due to lack of professional training facility, the performance of heads of secondary schools are not up to the desired level. Government of Pakistan, NEP, (2009, p. 21) highlighted that educational management required professional standards and expertise at various level and particularly at institutional level but educational managers are not fully prepare to handle

the educational matters in professional manners. When a teacher is involved in the managerial takes definitely teaching responsibilities are suffered. Therefore, in the developed countries special attention is paid for the managerial functions of heads of the schools so that they would be able to handle the matters of the schools without involvement of the teachers.

Recognizing the importance of training of heads of teachers NEP (2009, p.21-22) further proposed action “a management cadre for education, with specific training and qualification requirements shall be introduced. Head teachers shall be trained in social mobilization to involve the community in solving problems of the schools effectively. Hence, implementation on this proposed action is to be done by analyzing the present scenario of management training facility and professional training requirements of education managers in the country.

The heads of secondary schools play a vital role in qualitative improvement and quantitative expansion of secondary education in Pakistan. Devolution plan 2001 intended to decentralize education system at district and institution level. Consequently school based management is need of the time. So, the heads of secondary schools have to perform much more complex roles than ever before. The managerial tasks include; general management of school, academic management, human resource management, financial management, office management and maintaining good working relationship with community etc. These management tasks can be more effectively accomplished after receiving proper management training. Therefore, it is, important to assess the professional management training needs of heads of secondary schools so that on the basis of some empirical evidences managerial training program could be designed for their professional development.

## **Objectives of the Study**

The objectives of this study were:

1. To assess managerial training needs of heads of secondary schools.
2. to compare managerial training needs of heads of secondary schools by gender and location
3. To suggest viable measures for in-service managerial training for heads of secondary schools.

## **Methodology**

The study was conducted in Rawalpindi and Islamabad. There were 160 male and 102 female secondary schools in Rawalpindi district and 41 male and 50 female secondary schools in Islamabad in public sector. Out of 353 heads of secondary schools 178 (101 male, 77 female) were randomly selected as sample of the study for data collection. Research instrument was designed on the pattern of Likert (five points) scale covering various management areas.

## Data Analysis and Interpretation

The analysis and interpretation of data was done by calculating percentages and mean score for item-analysis

### Management Training Needs

The respondents of study were requested for providing information about managerial training needs. Moreover, which area of managerial training needs to be addressed immediately for capacity building of heads of secondary schools? Their responses are presented in the following table.

**Table 1**

#### *Areas of Managerial Training Needs in Ranking Order*

S#	Areas of Management Training	Yes	(%)	No	(%)	Total
1.	Financial Management	158	89	20	11	100
2.	Academic Management					
	<i>a) Curriculum Management</i>	142	80	36	20	100
	<i>b) Teachers management</i>	131	74	47	26	100
3.	Office Management	133	75	45	25	100
4.	Human Resource Management	108	61	70	39	100
5.	General Management	103	58	75	42	100

*N* = 178

Table 1 indicates that 89% respondents were of the opinion that they needed training in financial management. 80% respondents needed training in curriculum management. 75% and 74% respondents needed training office management and teachers' management respectively. Data also indicates that 61% respondents needed regarding for human resource management. 58% respondents needed training regarding general management

**Table 2**

#### *Management Training Needs by Gender*

S#	Areas of Management Training	Male				Female			
		Yes	%	No	%	Yes	%	No	%
1.	Financial Management	88	49	13	7	70	40	7	4
2.	Academic Management								
	<i>a) Curriculum Management</i>	81	46	20	11	61	34	16	9
	<i>b) Teachers management</i>	74	42	27	15	56	31	21	12
3.	Office Management	75	42	26	15	58	33	19	11
4.	Human Resource Management	63	35	38	21	45	25	32	18
5.	General Management	55	31	46	26	52	29	25	14

*N* = 178

Table 2 shows that 49% male and 40% female respondents needed training in financial management. 46% male and 34% female respondents needed training regarding curriculum management. 42% male and 31% female respondents needed training regarding teachers' management. 42% male and 33% female respondents needed training in office management. 35% male 25% female respondents needed training regarding human resource management. Data also indicates that 31% male and 29% female respondents needed training regarding general management. Data indicates that male heads needed more training than female heads included in the sample.

**Table 3**

***Management Training Needs by District***

S#	Areas of Management Training	Islamabad				Rawalpindi			
		Yes	%	No	%	Yes	%	No	%
1.	Financial Management	43	24	4	2	115	65	16	9
2.	Academic Management								
	<i>c) Curriculum Management</i>	39	22	8	4	103	58	28	16
	<i>a) Teachers management</i>	33	19	14	8	98	55	33	19
3.	Office Management	37	21	10	6	96	54	35	20
4.	Human Resource Management	29	16	18	10	79	44	52	29
5.	General Management	31	17	16	9	76	43	55	31

*N = 178*

Table 3 illustrates that 65% respondent of Rawalpindi and 24% of Islamabad needed training in financial management. 58% respondents of Rawalpindi and 22% of Islamabad needed training in curriculum management. 55% respondents of Rawalpindi and 19% of the Islamabad needed training regarding teachers' management.. Similarly, 54%, 44% and 43% respondents of Rawalpindi needed training regarding office management, human resource management and general management respectively.

## Item wise analysis

**Table 4**

### *Financial Management*

S#	Statements	SA	A	UND	DA	SDA	Mean score
1	Preparing budget for school	77	14	0	4	5	4
2	Procedure of getting funds and other financial assistance	73	12	0	8	7	4
3	Procedure of utilization of budget	85	8	0	5	4	5
4	Procedure of maintaining of records, income, expenditures and its verification	80	9	0	7	4	4
5	The general financial rule about receipts, loans, arrears, and advances	76	12	0	7	5	4
6	Procedure and documentation of advances	73	14	0	6	7	4
7	Maintaining petty cash fund/monthly expenditure bills	76	12	0	8	4	4
8	Reconciliation of the school and bank accounts	78	9	0	10	2	4
9	Regular physical verification of stock and store	82	10	0	5	3	4
10	Preparation of various account registers for audit	80	10	0	7	3	4
11	Financial rules about pension, provident fund and benevolent fund	80	10	0	7	3	4
12	Purchase and acquisition of store items/library books	79	9	0	10	2	4
13	Drafting about audit reports, observations and paras	85	9	0	3	3	5
14	Consolidation of accounts on monthly & quarterly basis	77	15	0	7	1	4
15	Procedure for maintaining capital assets of school	82	10	0	5	3	4

Table 4 illustrates that 85% respondents strongly agreed that training was required about procedure of getting funds and drafting about audit reports, observations and paras. 82% heads strongly agreed that training was needed about procedure for maintaining capital assets of school and regular physical verification of stock. 80% respondents strongly agreed that training was also required regarding procedure of maintaining of record, income, expenditure, preparation of various account registers, financial rules about pension, provident and benevolent fund. 79% and 78% respondents strongly agreed that training was needed about purchase and acquisition of store items reconciliation of the school and bank accounts respectively. 77% heads strongly agreed that training was needed about preparing budget for school and consolidation of accounts on monthly and quarterly basis. 76% respondents strongly agreed that they required training about general financial rule and maintaining petty cash fund/monthly expenditure bills. 73% respondents strongly agreed that they needed training regarding procedure of getting funds and documentation of advances. The mean score was in range from 4-5 which also indicates that statements were accepted as training needs of the respondents

**Table 5**

***Curriculum Management***

S#	Statements	SA	A	UND	DA	SDA	Mean score
1.	Planning curricular and co-curricular activities for curriculum implementation	70	17	0	8	5	4
2.	Techniques to formulate an effective timetable for these activities	73	16	0	8	3	4
3	Involvement of teachers in development a planned approach to curriculum	78	12	0	6	4	4
4	Procedure to review the programs designed to launch various activities	80	11	0	6	3	4
5	Method of curriculum evaluation	80	15	0	4	1	4

Table 5 indicates that 80% respondents strongly agreed that training was needed regarding procedure to review the programs designed to launch various activities and method of curriculum evaluation.78% heads strongly agreed that they required training in involvement of teachers in development a planned approach to curriculum. 73% and 70% respondents strongly



agreed that training was also required regarding technique to formulate an effective timetable, planning curricular and co-curricular activities for curriculum implementation respectively. The mean score was 4 for the individual statement which also indicates that statements were accepted as training needs of the respondents

**Table 6**

***Teachers' Management***

S#	Statements	SA	A	UND	DA	SDA	Mean score
1	Assigning subjects to teachers according to their professional skills	79	17	0	3	1	4
2	Providing guidance in selecting relevant material	77	12	0	6	5	4
3	Providing Professional Guidance in Solving Identified Problems	74	22	00	2	2	4
4	Evaluating and Supervision the teaching method of teachers	71	21	0	4	4	4
5	Providing conducive environment for teaching learning process	80	14	0	4	3	4
6	Boosting morale of school staff	77	16	0	5	4	4

Table 6 indicates that 80% heads strongly agreed that they needed training for providing conducive environment for teaching learning process. 79% heads also strongly agreed they needed training for assigning subjects to teachers according to their professional skills. Whereas 77% respondents strongly agreed that they required training for providing guidance in selecting relevant material and boosting morale of school staff. 74% respondents needed training for providing professional guidance in solving identified problems. The mean score was 4 for all the statement individual which indicate that statements were accepted as training needs.

**Table 7**  
*Human Resource Management*

S#	Statements	SA	A	UND	DA	SDA	Mean score
1	Job analysis of requirements of each employee at school	76	15	0	5	4	4
2	Planning activities for assigning the tasks according to job requirement	72	23	0	3	2	4
3	Team work and cooperation	71	25	0	3	1	4
4	Performance Appraisal of Teaching and Non-Teaching Staff	72	24	0	2	2	4
5	Motivating the staff for professional and career development	76	15	0	5	4	4
6	Assessing and developing harmony among the professional staff	80	14	0	4	3	4
7	Professional guidance to staff members	72	23	0	3	2	4
8	Interpersonal relationships skills for maintaining working environment	79	15	0	4	2	4
9	Developing harmony among teaching and non-teaching staff	65	24	0	7	4	4

Table 7 indicates that 80% heads strongly agreed that they needed training in assessing and developing harmony among the professional staff. 79% respondents strongly agreed for obtaining training regarding interpersonal relationships skills for maintaining working environment. 76% respondents strongly agreed that job analysis and motivating the staff for professional and career development were their training requirements. 72% respondents strongly agreed that they required training regarding planning activities for assigning the tasks, according to job requirements, performance appraisal of teaching and non-teaching staff and professional guidance to

staff members.71% heads strongly agreed that they needed training in designing strategy for team work and cooperation. The mean score was 4 for the individual statements which indicates that statements were accepted as training needs

**Table 8**

***General Management***

S#	Statements	SA	A	UND	DA	SDA	Mean score
1	Planning and formulation the objectives for the institutional activities	88	8	0	3	1	5
2	Projecting and setting targets for academic year	76	17	0	4	3	4
3	Designing strategy to achieve the objectives	78	12	0	5	4	4
4	Effective implementation of ecisions/governments' policies	79	17	0	2	2	4
5	Procedure to utilize available resources in effective and efficient manner	79	17	0	2	2	4
6	Providing guidance to accomplish institutional tasks in time	79	17	0	2	2	4
7	Performance Appraisal of the School Staff	85	14	0	5	5	5
8	Procurement and Preservation of assets of school	78	17	0	3	2	4

Table 8 indicates that 88% respondents strongly agreed that they required training in planning and formulation the objectives for the institutional activities. 85% heads strongly agreed that they needed training in performance appraisal of the school staff. 79 % heads were of the opinion that they needed training i.e. effective implementation of government policies, procedure to utilize available resources, and providing guidance to subordinates to accomplish institutional tasks in time. 78% heads responded that they required training in designing strategy to achieve the objectives,

procurement and preservation of assets of school. 76% heads needed training for projecting and setting targets for academic year. The mean score was between the range for 4-5 which indicates that statements were accepted as training needs of heads of schools.

## **Discussion**

Heads of secondary schools are doing the job on their personal whims and teaching experience. They are pre-dominantly promoted on the basis of seniority com-fitness among the secondary school teachers. The management of educational institution is entirely different job than teaching in the classroom. Therefore, in-service training is pre-requisite for their capacity building regarding managerial skills. It was found that majority of heads of secondary schools required training in financial management, curriculum management, office management, teachers' management, human resource management and general management. As far as gender is concerned it was found that male heads needed more training as compared to female heads in various management areas. The district comparison indicates that heads of secondary schools working in public sector in Rawalpindi needed more training than heads of secondary schools working in Islamabad. Recognizing the importance of managerial training for heads of institutions, government emphasized on in-service training of heads of institutions in various policies, documents. (GoP, ESR 2001-2004: GoP, 1959, GoP, 1998-2010).

It was found that heads of secondary schools needed managerial training in various management areas. Financial management is very crucial area at school level. Data indicates that heads of secondary school needed training in financial management which included; preparing budget, procedure of getting funds and other financial assistance for institutional development, procedures of utilization of budget, and maintaining record of income, expenditures and its verification, general financial rule about receipts, loans, arrears, and advances, procedure and documentation of advances, maintaining petty cash fund/monthly expenditure bills, reconciliation of bank account, preparation of various account registers for audit, financial rules about pension, provident and benevolent funds, purchase and acquisition of store items/library books, drafting about audit reports, observations and paras, reconciliation of accounts on monthly & quarterly basis, and procedure for maintaining capital assets of school. This finding also supports the findings of the studies conducted by (Quraishi & Khaton 2008; Shami & Hussain, 2005; Sahar, 2006; Ahmed, 2007).

Kandasamy & Blanton, (2004) described that heads of school performed various managerial tasks i.e., teachers management, teaching responsibility and curriculum implementation. Data in this research indicates that heads of secondary schools required training with respect of academic management. The study found that heads needed training in teachers' management, and

curriculum management. The finding also lent support of the study conducted by (Khan, 2007).

The heads of schools have to handle official matters, therefore, communication and maintenance of official correspondence is essential in management. Data depicts that heads needed training with respect to office management including; maintaining an effective filing and index system, classification and categorization of record. maintaining staff and students attendance/ admission registers, maintenance of service books/ log book, record of school in terms of promotion, repetition, drop out rates, effective reporting skills, noting, drafting and summary writing, maintenance of inventory records, information sharing procedure with parents and staff, procedure for reporting reliable and accurate information to authority, communication upward, downward, vertical and horizontal.

Heads of secondary schools are supposed to deal with teaching and non-teaching staff, therefore, human resource management also a responsibility of the heads. The data shows that heads needed training such as: job analysis of the employees, planning activities for assigning the tasks according to job requirements, methods and techniques of team work, performance appraisal of teaching and non-teaching staff, motivating the staff for professional and career development, developing harmony among the professional staff, and interpersonal relationships skills. This finding was also inline with findings of the study conducted by (Quraishi & Khatoon 2008).

Data shows heads of schools needed managerial training in general management aspects such as planning, formulation of objectives, projecting and setting targets, designing strategies to achieve the objectives, effective implementation of decisions, procedure to utilize available resources in effective and efficient manner, performance appraisal of the staff, procurement and preservation of assets of school. This finding had relationship with the studies conducted by (Aslam, 2005; Khan, 2007), where researchers found that heads of schools were found deficient in management and administration therefore heads needed in-service training in this regard.

## **Conclusions**

It was concluded that heads of secondary schools needed training in financial management because they are promoted from teaching cadre without experience to handle financial matter at institutional matters. Being head of educational institution curriculum implementation is prime responsibility of the heads which is very complex job they needed training in curriculum management. Heads also needed management training regarding office management so that they would be able to maintain official record for ready reference. Heads have to interact with teaching and non-teaching staff at schools level in order to enhance their performance therefore they needed

training regarding teachers' management as well as human resource management. Similarly heads is responsible to all administrative matters of the schools they also needed training regarding general management. As far as gender is concerned it was found that male heads needed more training as compared to female heads in various management areas. The district comparison indicates that heads of secondary schools working in public sector in Rawalpindi needed more training than heads of secondary schools working in Islamabad.

### **Recommendations**

It is recommended that in-service management training facility may be provided to heads of secondary schools in various management areas after promotion as heads of secondary schools. They may be given at least one month in-service managerial training for their capacity building regarding managerial tasks. However, while assigning training it is recommended that major areas may be included in the training modules i.e. financial management, academic management (teachers' management, and curriculum management), office management, human resource management and general management. It is also recommended that the heads of secondary schools may be provided in-service training opportunity to up-date their inter personnel skills, communication with the community, techniques for generating the resources and knowledge regarding new trends in education and modern techniques.

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