

BUDGETING AND LEADERSHIP MANAGERIAL SKILLS OF PUBLIC PRIMARY SCHOOL HEAD TEACHERS

Zafar Iqbal*, Safdar Rehman Ghazi**, Sobia Rashid***

Muhammad Farooq Khalid****

ABSTRACT

This study aimed to assess the head teachers' managerial skills working in public primary schools at district Toba Tek Singh and to find differences in their skills on the basis of their gender and school location. A sample of 300 head teachers (150 male and 150 female) was selected using stratified random sampling method. This was a descriptive type quantitative study and survey design was used for the purpose. Questionnaire was administered by the researcher personally. Mean, SD and Independent Samples t-test were used for data analysis. The head teachers have the budgeting managerial skills. However, they were found incapable of good leadership qualities. No significant differences were found between male and female head teachers for their budgeting and leadership managerial skills. No significant differences were found between rural and urban head teachers' leadership managerial skill.

Keywords: Managerial Skills, Primary School, Budgeting, Leadership

*M.Phil Scholar, Email: rana6675@gmail.com

University of Agriculture, Faisalabad, Sub-campus Toba Tek Singh

** Assistant Professor, Email: drsrghazi@yahoo.com

Institute of Education and Research, University of Science and Technology
Bannu, Khyber Pakhtunkhwa, Pakistan

***Ph. D Scholar, Email: sobiarasheed32@gmail.com

Govt. College University, Faisalabad, Pakistan

****Assistant Professor,

University of Agriculture, Faisalabad, Sub-campus Toba Tek Singh, Pakistan

INTRODUCTION

Management is the accomplishment of goals of an organization through an engagement in the four key functions of planning, leading, organizing and controlling (Bartal, 2003). Samson and Daft, (2003) define it as the accomplishment of organizational goals effectively and efficiently through good planning as well as good controlling of organizational resources. Gatewood, et al., (2015) state that management is an action for the activities planned to attain the organizational goals through the effective and efficient use of the resources. Resources are utilized to carry out the manager's planned determinations.

Managerial skill is the knowledge or the ability of an individual who is working as a manager to accomplish some specific goals of an organization. This knowledge and ability are learned as well as practiced by that individual. These skills can be polished practically through implementation of requisite activities and tasks. In other words, we can say that these skills can be improved through practices and training.

Skills can be defined as a talent of someone. Talent is something natural which is inside an individual. We cannot say that all individuals can be the artists. Usually, they are born with this gift, however, they are required to continue to progress their talent to enhance their art skills. A school, like any other organization in order to achieve its objectives requires effective governance and management. In this way, school head teacher has to play an effective role in school management operations to fulfill their responsibilities. Especially, in case of primary school head teacher he has not to pay administrative duties only but he has to teach the students as his subordinates. Most often he is appointed on the seniority basis while he is not properly trained for the purpose. As a result he faces a lot of administrative and managerial problems because of having no proper training. A number of research studies are evident from the findings that

school heads' management skills are directly related to effectiveness of the schools. It can be reasonably concluded that a competent head teacher is a central element for effectiveness of schools. Mahmood (1995) in his doctoral study emphasized the need to know more about the connection between the levels of professional development and school effectiveness. Akhlaq and Sulehri (2010) in their study find out that the heads have the accounting and budgeting skills, and they also have the skills to work as a team member and to cooperate with others.

The job of the educational leaders like school and college principals, headmasters, administrative officers, etc. is always the most complex and demanding (Selvis &Thangarajathi, 2010). Behlol, Yousuf, Parveen, &Kayani (2011) conclude that the heads don't consider their supervision as a part of the part of their management skills as a process of helping, sharing, guiding, and motivating the teachers to solve their problems during teaching. They also find that the Head of institutions were not competent to help their teachers for better performance in the classroom. They also recommend that the departmental promotion procedure may be revised and Headmasters/Principals management competencies and skills should be given due preference.

Chuahdhy and Shah (2012) state that the concept of planning skill in an M. A. EPM book of Allama Iqbal Open University, Islamabad were beneficial for the educational manager for their managerial responsibilities the concept of financial management skill was not beneficial for the educational managers.

Amina, and Turyahebwa (2015) recommend that the academic institutional managers should take leadership in management courses to enhance their management skills considering it an substantial step to improve the institutional effectiveness. They should have acquired skills which should be adequate to face the challenges of quality in education in the institutions.

General observation of a number of schools and their head teachers indicates that the quality of institution is measured by the results, morale and discipline among the teachers and students. The climate of the schools is affected by managerial skills and styles of the head teacher greatly. Whatever, the managerial skills and style of the head teacher is, either it is open or closed but it always tells upon the effectiveness and efficiency of the instructional process in the schools. A person who is being appointed as a head teacher or during his service his skills can be improved through leadership training. Before to train them, the question, which thus remains to be answered, is; what kind of good managerial skills are exhibited or not among the head teachers? The study to be undertaken would be a step to answer this question.

Statement of the Problem

An educational institution may possess a good reputation because of good results, high morale and discipline among the students. Its working conditions and performances may be remarkable due to different managerial skills of the head. On the other hand, an institution may not enjoy good reputation because the morale of students and teachers may be below average and the discipline may be poor. Looking at primary schools in the region, it may be observed that all the schools are not functioning on the same pattern. Their heads adopt different ways and means to manage them. Therefore, the researcher is attracted to examine the aspects of “Budgeting and Leadership Managerial Skills of Public Primary School Head Teachers at District Toba Tek Singh”.

Objectives of the study

This study was conducted with the following objectives:

1. To assess the budgeting and leadership managerial skills of the head teachers working in public primary schools at district Toba Tek Singh.

2. To compare the budgeting and leadership managerial skills of the male and female head teachers working in public primary schools at district Toba Tek Singh.
3. To compare the budgeting and leadership managerial skills of the head teachers working in public primary schools of rural and urban areas at district Toba Tek Singh.

Research Questions

This study was guided by the following research questions:

1. What is the status of head teachers' budgeting and leadership managerial skills in public primary at district Toba Tek Singh possess?
2. Is there a significant difference between the budgeting and leadership managerial skills of the male and female head teachers working in public primary schools at district Toba Tek Singh?
3. Is there a significant difference between the budgeting and leadership managerial skills of the head teachers working in rural and urban public primary schools at district Toba Tek Singh?

Significance of the Study

The findings of this study are helpful in many ways. The results of the study may attract other researchers to take further researches in the field of school administration. The study is also beneficial for secondary school heads so that they may be able to know about the weakened and strengthening points of their managerial skills. When once the weakened points of the managerial skills of the heads will be known then a strategy may be made by the concerned authority to improve their managerial skills. Moreover, this study will contribute new knowledge in the field of management.

METHODOLOGY

The following step wise procedure was adopted in this study.

Design of the study

This was descriptive type quantitative study and survey design was used for the purpose.

Population

The population of this study was comprised of all the head teachers working in public primary schools at district Toba Tek Singh.

Sample Size and Method

Three hundred head teachers among those 150 was male and 150 was female of public primary schools at district Toba Tek Singh were selected as a sample of this study using simple random sampling method.

Research Instrument

A self-developed questionnaire on five point Likert scale (Strongly Disagree to Strongly Agree) was used as a research instrument to collect the relevant data. For its validity and reliability, the questionnaire was pilot tested before administering to the sampled participants. For validity of the questionnaire expert opinion was sought and for the purpose of reliability Cronbach alpha value was calculated 0.81.

Data Collection Procedure

Data was collected personally by the researcher on a self-developed questionnaire while visiting the selected schools.

Data Analysis

The collected responses on the instrument were entered in the SPSS-24 and results will be generated according to the objectives of the study using Mean, SD, and Independent Samples t-test.

RESULTS AND DISCUSSION

The purpose of the study was to identify the budgeting and leadership managerial skills of the heads working in public primary schools at district Toba Tek Singh. Keeping in view the objectives of the study, a questionnaire was developed to measure the selected managerial skills of the head teachers. Each managerial skill of the heads was measured using five point Likert scale on five items including two demographic variables gender and location.

Descriptive Analysis:

The following Likert’ scale was applied in descriptive analysis

1 Strongly Disagree	1.00-1.50
2 Disagree	1.51-2.50
3 Undecided	2.51-3.50
4 Agree	3.51-4.50
5 Strongly Agree	4.51-5.00

Table and graph No. 1 and 2 show the descriptive analysis of the data which address the first objective of the study. For clear and easy understanding of the data in the tables all the items about a managerial skill are written in a rank order form from lowest mean to highest mean.

Table 1: Rank order of head teachers’ budgeting managerial skills

S.N	Statements	Mean	SD
1	I have well managed my school financial record.	3.90	1.05
2	I use school funds according to the school needs.	4.13	0.96
3	I carefully utilize the school funds.	4.14	0.94
4	I fulfill all the legal formalities in spending funds.	4.16	0.79
5	I set the priorities to spend the money in school work.	4.38	0.74
Overall		4.14	0.52

Table 1 shows that the respondents are “Agree” with all the statements “I have well managed my school financial record.”, “I use school funds according to the

school needs”, “I carefully utilize the school funds”, “I fulfill all the legal formalities in spending funds” and “I set the priorities to spend the money in school work” with M=3.90, 4.13, 4.14, 4.16, 4.38 and SD=0.105, 0.96, 0.94, 0.79, 0.74 respectively. Therefore, respondents are overall “Agree” regarding the budgeting managerial skill with M=4.14, SD=0.52 and this graphical representation is shown in the graph 1.

Graph 1: Budgeting as a managerial skill of the head teachers

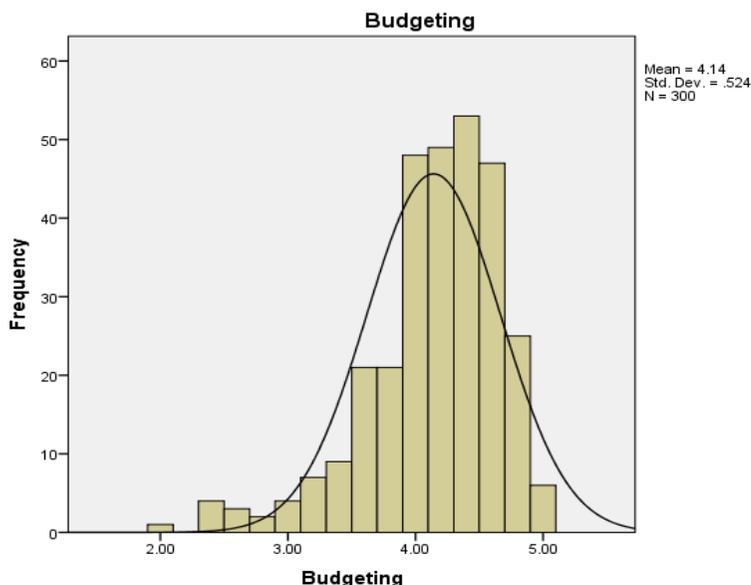
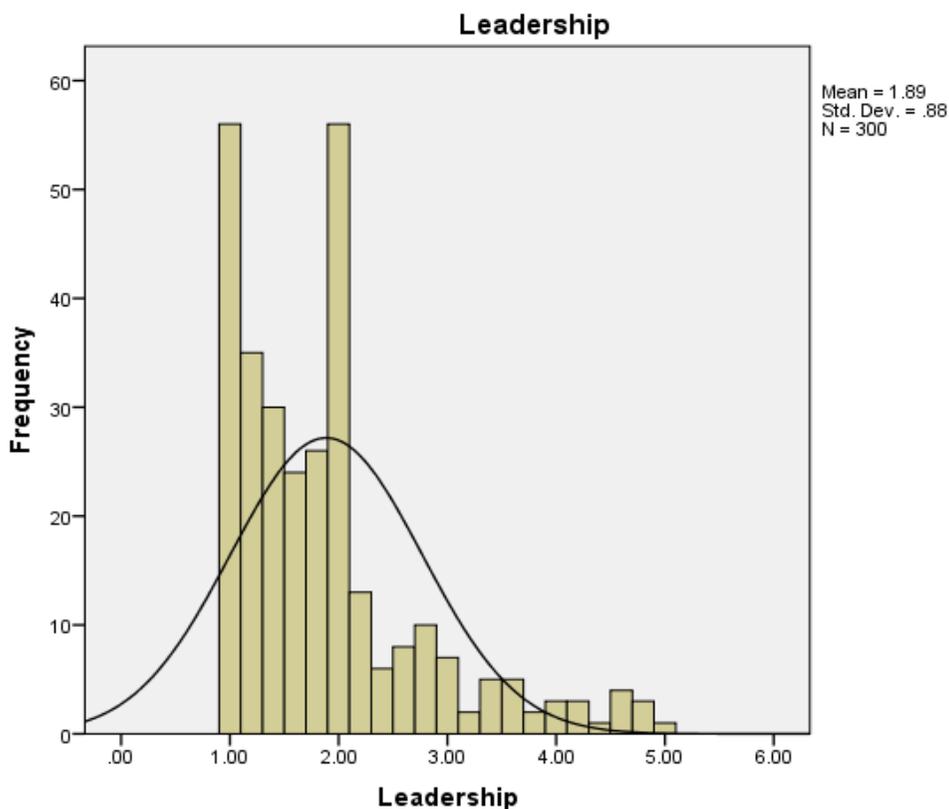


Table 2: Rank order of head teachers’ leadership managerial skills

S.N	Statements	Mean	SD
1	I initiate new and challenging tasks.	1.77	1.07
2	I understand how to lead my staff members.	1.78	1.09
3	My staff members enjoy working in my company.	1.87	1.07
4	I inspire my staff members with my leadership qualities.	2.00	1.10
5	I give importance to the ideas and suggestions of my staff members.	2.02	1.19
Overall		1.89	0.88

Table 2 shows that the respondents are “Disagree” with all the statements “I initiate new and challenging tasks”, “I understand how to lead my staff members”, “My staff members enjoy working in my company”, “I inspire my staff members with my leadership qualities” and “I give importance to the ideas and suggestions of my staff members” with M=1.77, 1.78, 1.87, 2.00, 2.02 and SD=1.07, 1.09, 1.07, 1.10, 1.19 respectively. Therefore, respondents are overall “Disagree” regarding their leadership managerial skill with M=1.89, SD=0.88 and this graphical representation is shown in the graph 2.

Graph 2: Leadership as a managerial skill of the head teachers



This part of the data analysis consists of four tables; tables 3 and 4 address the 2nd objective while table 5 and 6 address the 3rd objective of the study. In both parts t-test is used as a statistical method to compare both genders and rural and urban schools head teachers’ budgeting and leadership managerial skills.

Table 3: Comparison of male and female head teachers’ budgeting managerial skill

S.N	Statements	Gender	M	SD	t	p
1	I have well managed my school financial record.	Male	3.75	1.15	2.43	0.02
		Female	4.05	0.92		
2	I set the priorities to spend the money in school work.	Male	4.45	0.72	1.48	0.14
		Female	4.32	0.76		
3	I use school funds according to the school needs.	Male	4.04	1.04	-1.57	0.12
		Female	4.21	0.86		
4	I fulfill all the legal formalities in spending funds.	Male	4.21	0.77	1.02	0.31
		Female	4.11	0.81		
5	I carefully utilize the school funds	Male	4.03	1.04	-1.98	0.05
		Female	4.25	0.81		
Overall		Male	4.10	0.58	-1.52	0.13
		Female	4.19	0.46		

Table 3 depicts that there is no significant difference between the male and female head teachers’ managerial skill statements “I set the priorities to spend the money in school work”, “I use school funds according to the school needs” and “I fulfill all the legal formalities in spending funds” with means= 4.45, 4.32, 4.04, 4.21, 4.21, 4.11 standard deviations= 0.72, 0.76, 1.04, 0.86, 0.77, 0.81 t and p values 1.48, -1.57, 1.02 and 0.14, 0.12, 0.31 respectively at 0.05 level of significance. However, there is significant difference between the male and female head teachers regarding the managerial skill statements “I have well managed my school financial record” and “I carefully utilize the school funds” with means= 3.75, 4.05, 4.03, 4.25 standard deviations= 1.15, 0.92, 1.04, 0.81 t

and p values= -2.43, -1.98 and 0.02, 0.05 respectively at 0.05 level of significance. Overall there is no significant difference between male and female head teachers’ managerial skill in budgeting with M=4.10, 4.19 SD=0.58, 0.46 t= -1.52 and p= 0.13 respectively at 0.05 level of significance.

Table 4: Comparison of male and female head teachers’ leadership managerial skill

S.N	Statements	Gender	M	SD	t	p
1	I inspire my staff members with my leadership qualities.	Male	1.99	1.12	0.05	0.96
		Female	2.00	1.09		
2	I give importance to the ideas and suggestions of my staff members.	Male	1.97	1.16	0.72	0.47
		Female	2.07	1.24		
3	My staff members enjoy working in my company.	Male	1.88	1.05	0.11	0.91
		Female	1.87	1.08		
4	I initiate new and challenging tasks.	Male	1.76	1.04	0.11	0.91
		Female	1.77	1.09		
5	I understand how to lead my staff members.	Male	1.84	1.10	1.01	0.31
		Female	1.71	1.07		
Overall		Male	1.89	0.83	0.04	0.97
		Female	1.88	0.93		

Table 4 depicts that there is no significant difference between the male and female head teachers’ managerial skill statements “I inspire my staff members with my leadership qualities”, “I give importance to the ideas and suggestions of my staff members”, “My staff members enjoy working in my company”, “I initiate new and challenging tasks” and “I understand how to lead my staff members” with means=1.99, 2.00, 1.97, 2.07, 1.88, 1.87, 1.76, 1.77, 1.84, 1.71 standard deviations=1.12, 1.09, 1.16, 1.24, 1.05, 1.08, 1.04, 1.09, 1.10, 1.07, t and p values -0.05, -0.72, 0.11, -0.11, 1.01 and 0.96, 0.47, 0.91, 0.91, 0.31 respectively at 0.05 level of significance. Overall there is also no significant difference between male and female head teachers’ managerial skill leadership with M=1.89, 1.88 SD=0.83, 0.93 t=0.04 and p=0.97 respectively at 0.05 level of significance.

Table 5: Comparison of rural and urban head teachers’ budgeting managerial skills

S.N	Statements	Location	M	SD	t	p
1	I have well managed my school financial record.	Rural	3.94	0.99	1.44	0.16
		Urban	3.58	1.41		
2	I set the priorities to spend the money in school work.	Rural	4.37	0.74	-0.82	0.42
		Urban	4.48	0.76		
3	I use school funds according to the school needs.	Rural	4.14	0.94	0.72	0.48
		Urban	4.00	1.09		
4	I fulfill all the legal formalities in spending funds.	Rural	4.16	0.78	0.28	0.78
		Urban	4.12	0.86		
5	I carefully utilize the school funds.	Rural	4.11	0.96	-2.10	0.04
		Urban	4.39	0.70		
Overall		Rural	4.15	0.53	0.32	0.75
		Urban	4.12	0.51		

Table 5 depicts that there is no significant difference between the rural and urban school head teachers’ managerial skill statements “I have well managed my school financial record”, “I set the priorities to spend the money in school work”, “I use school funds according to the school needs” and “I fulfill all the legal formalities in spending funds” with means=3.94, 3.58, 4.37, 4.48, 4.14, 4.00, 4.16, 4.12 standard deviations=0.99, 1.41, 0.74, 0.76, 0.94, 1.09, 0.78, 0.86, t and p values 1.44, -0.82, 0.72, 0.28 and 0.16, 0.42, 0.48, 0.78 respectively at 0.05 level of significance. However, there is significant difference between the rural and urban head teachers regarding the managerial skill statements “I carefully utilize the school funds” with means=4.11, 4.39 standard deviation=0.96, 0.70, t and p values= -2.10 and 0.04 respectively at 0.05 level of significance. Overall there is no significant difference between rural and urban head teachers’ managerial skill budgeting with M=4.15, 4.12 SD=0.53, 0.51 t=0.32 and p=0.75 respectively at 0.05 level of significance.

Table 6: Comparison of rural and urban head teachers’ leadership managerial skills

S.N	Statements	Location	M	SD	t	p
1	I inspire my staff members with my leadership qualities.	Rural	1.98	1.06	-0.55	0.59
		Urban	2.12	1.41		
2	I give importance to the ideas and suggestions of staff members.	Rural	2.05	1.19	1.32	0.20
		Urban	1.76	1.20		
3	My staff members enjoy working in my company.	Rural	1.88	1.04	0.12	0.91
		Urban	1.85	1.28		
4	I initiate new and challenging tasks.	Rural	1.77	1.03	0.19	0.86
		Urban	1.73	1.33		
5	I understand how to lead my staff members.	Rural	1.81	1.09	1.32	0.19
		Urban	1.55	1.06		
Overall		Rural	1.90	0.87	0.53	0.60
		Urban	1.80	1.00		

Table 6 depicts that there is no significant difference between the rural and urban school head teachers’ managerial skill statements “I inspire my staff members with my leadership qualities”, “I give importance to the ideas and suggestions of my staff members”, “My staff members enjoy working in my company”, “I initiate new and challenging tasks” and “I understand how to lead my staff members” with means=1.98, 2.12, 2.05, 1.76, 1.88, 1.85, 1.77, 1.73, 1.81, 1.55 standard deviations=1.06, 1.41, 1.19, 1.20, 1.04, 1.28, 1.03, 1.33, 1.09, 1.06 , t and p values -0.55, 1.32, 0.12, 0.19, 1.32, and 0.59, 0.20, 0.91, 0.86, 0.19 respectively at 0.05 level of significance. Overall there is no significant difference between rural and urban head teachers’ managerial skill leadership with M=1.90, 1.80 SD=0.87, 1.00 t= 0.53 and p= 0.60 respectively at 0.05 level of significance.

RESULTS

From the data analysis, stepwise answers to all the three research questions are as follow:

Research Question-1: What is the status of head teachers' budgeting and leadership managerial skills in public primary at district Toba Tek Singh possess?

The head teachers were "Agree" (mean range from 3.90-4.38) that they have the budgeting managerial skill. However, they were "Disagree" (mean range from 1.77-2.02) regarding their leadership quality of managerial skill.

Research Question-2: Is there a significant difference between the budgeting and leadership managerial skills of the male and female head teachers working in public primary schools at district Toba Tek Singh?

Although the mean score of the male (M=4.10) were low as compare to female (M=4.19) head teachers for their budgeting managerial skill but no significant difference was found for the managerial skill. Likewise, no significant difference was found between the male and female head teachers' three aspects of this managerial skill in setting the priorities to spend the money in school work, using school funds according to the school needs and to fulfill all the legal formalities in spending funds. However, females (M=4.05 and 4.25) were found significantly better than the male (M=3.75 and 4.03) head teachers regarding their managerial skill of having well managed school financial record and carefully utilize the school funds respectively. While no significant difference was found between male and female head teachers' leadership managerial skills.

Research Question-3: Is there a significant difference between the budgeting and leadership managerial skills of the head teachers working in rural and urban public primary schools at district Toba Tek Singh?

It was found that there was no significant difference between rural and urban head teachers' managerial skill budgeting and following four aspects of the skill; keeping well managed school financial record, to set the priorities to spend

the money in school work, using school funds according to the school needs and to fulfill all the legal formalities in spending funds. However, urban (M=4.39) head teachers were significantly better than rural (M=4.11) to carefully utilize the school funds. However, no significant differences were found between rural and urban head teachers' leadership managerial skill.

DISCUSSION

The results of the study revealed that head teachers have the budgeting and coordination managerial skills. These results support the Akhlaq and Sulehri (2010) study in which they find out that the heads have the accounting and budgeting skills, and they also have the skills to work as a team member and to cooperate with others while the results of the Shah (2011) study show that the heads do not possess budgeting skill.

A study in USA has the following conclusion; in many ways, the school's principal is the most important and influential individual in any school. It is his leadership that sets the tone of the school climate, the level of the professionalism and moral of the teacher and the degree of the concern for what student may or may not become. The finding was supported by William (2000), Kalara (1997), Hoyle (1998), Baker (1989) and Mayhew (1997). The results of this study revealed that the head teachers do not have the leadership qualities and this result is supported by the Shah (2011) in his study that the heads do not possess the team building and leadership skills. In contradictory to the results, Huma (2005) in her Ph. D. thesis had studied management styles on Black and Mouton Grid and concluded that management styles do a lot in achieving the goals of good and effective management. The study results indicate that most of the principals were team leaders as perceived by principals themselves and their teacher. Amina, and Turyahebwa (2015) recommend that the academic institutional managers should take leadership in management courses to enhance

their management skills considering it a substantial step to improve the institutional effectiveness. They should have acquired skills which should be adequate to face the challenges of quality in education in the institutions.

CONCLUSIONS

Based on the results and discussion it can be concluded that the head teachers have the budgeting managerial skills. However, they were found incapable of good leadership qualities. No significant differences were found between male and female head teachers for their budgeting and leadership managerial skills. It was also concluded that there was no significant difference between rural and urban head teachers' budgeting managerial skill except urban head teachers were significantly more better than rural in carefully utilization of the school funds. However, no significant differences were found between rural and urban head teachers' leadership managerial skill.

RECOMMENDATIONS

On the basis of the conclusions of the study, the following recommendations were made:

- Although the present study reveals that the head teachers have good budgeting managerial skill but not to the degree of excellence which is needed. So, more attention is required for this aspect of management skills. Yet professional competency may be improved through seminars, presentations and modern researches in management and administration.
- Leadership quality of the school heads plays a vital role in effectiveness of the institution. The head teachers were found very lack of leadership qualities; therefore, basic selection criteria of the head teachers should be changed while focusing neither only on the basis of qualification nor on period of service but on leadership qualities too.

- As the female head teachers were found significantly better than the male head teachers in keeping well managed school financial record and carefully utilization the school funds. Therefore, male teachers should have trainings in improving their budgeting skills.
- No significant difference was found between rural and urban head teachers' budgeting managerial skill except urban head teachers were significantly more better than rural in carefully utilization of the school funds. It is suggested that rural head teachers may be trained in careful utilization of the school funds.
- Professional training of heads teachers in managerial skills can improve the situation in primary schools, and for the purpose proper training centers and well-trained trainers are needed and recommended.

REFERENCES

- Afridi, A. K. (2004). School Organization, Institute of Education & Research, University of Peshawar, Pakistan
- Bartal Margaret (2003). Management, Enhanced edition, McGraw- Hill Australia pvt limited.
- Donnelly James H. Jr., James L. Gibson, John M. Ivancevich(1984). Fundamentals of Management. Taxes: Business Publication Inc. Plano.
- Gatewood, R., Feild, H. S., & Barrick, M. (2015). Human resource selection. Nelson Education.
- Griffin, R. W. (2016). Fundamentals of management. Cengage Learning.
- Hampton, David R. (1986) Management. New York: McGraw Hill CO, USA.
- Jain, N.C (2005), textbook of personnel management and human Resources A.I.T.B.S publishers, Delhi, India
- Mahmood, Shahid. (1995). A Study of Leadership Behavior and School Effectiveness of Secondary Schools Heads in Pakistan. Unpublished Doctoral Thesis
- Rue Laslie W. and ByarsLloyd L. (1990). Supervision Key Link to Productivity. London: R.R. Donnelley & Sons Company, England.
- Samson, Daft (2003). Management, Nelson Australia pvt limited.
- Sergiovanni, T. J. (1991). The dark side of professionalism in educational administration. The Phi Delta Kappan, 72(7), 521-526.
- Sergiovanni, T. J. (1991). Constructing and changing theories of practice: The key to preparing school administrators. The Urban Review, 23(1), 39-49.
- Stoner, J. A., Freeman, R. E., & Gilbert Jr, D. R. (1997). Management: Six Edition.
- Terry, G. and Franklin, S. G (2005). Principles of Management (8thed) Delhi: A.I.T.B.S. publishers
- Trivedi P. R, Sundarshan K.N., (2006). Management Education discovery publishing House New Delhi-110002