

## **SELF-PERCEIVED MANAGERIAL PRACTICES AND LOCATION WISE DIFFERENCES AMONG SECONDARY SCHOOL HEADS IN BANNU DIVISION**

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### **ABSTRACT**

*Management is effective utilization and coordination of resources such as capital, plant, materials, and labour to achieve defined objectives with maximum efficiency. The aim of the study was to investigate the perceptions of the secondary school heads about their managerial practices and to find out differences between the managerial practices of rural and urban secondary school heads working in Bannu Division. A survey-based study was conducted to collect data from respondents of the population. The core reason of the study was to identify the managerial practices and location wise difference in these practices of the secondary school heads. Overall heads teacher of Secondary Schools in Bannu divisions always performed these managerial practices. The location wise comparison indicated that heads of secondary schools equally involve in all managerial practices except human resource management and effective documentation.*

**Keywords:** Managerial practices, Secondary Schools, Location, Human Resource Management

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## INTRODUCTION

Management is the process of achieving the objectives of the organization by bringing together human, physical, and financial resources in a best combination and making the best decision for the organization while taking into consideration its operating environment. Management is the dedication of administrators and need of executives with a particular true objective to impact relationship to create and thrive. As indicated by Saksensa, (1990), the essential inspiration driving management is to achieve the objectives of the affiliation. Management is orchestrating, dealing with, organizing and controlling the relationship with the objective that the goals of the affiliation can be expert financially and reasonably (Bhoomireddy, 2004; Geol, 2005).

Educational management is based on basic principle related with two things such as managing of material and individual association. The aims are to educate and humanize the students of every level.

As indicated by Niazi (2007) three major factors effect administrative performance of the managers these are communication, motivation and HR management. Authoritative behavior of the manager is to make an effort by replacing all management with ideas and methods of behavioral science. (Luthans, 1986). The responsibility of Heads of secondary level of educational institutions is to arrange such type of activity in the educational institutions by the best use of resources available to improve performance of teachers and students.

Therefore, head teachers have a main part in the both quantitative and qualitative enhancement of secondary schools..Mavis and Steven (2009) announced that "school principals can create tough modified of school; family and group organizations, which produce and maintain societies of scholarly

accomplishments and achievements” Roy et al, (2004) expressed that the managerial duty of head teachers is to build up relations with instructors, experts, understudies, guardians and groups. The basic aim of secondary schools is to give admission to the pupils of primary level to the next level of education i.e. secondary education. Be a conduit between the Headmaster, Deputy Headmaster and staff and pupils for the communication of information and concerns. Secondary School communications with stakeholders and give presentations as necessary. Fiscal management is an integral part of general management of the school. The heads are very responsible for ensuring that the effort is completed and is responsible for it. The US branch of instruction and culture (2002) archived in a section that, in managing education institute, a vital ought to guarantee that correctly keep school proceedings and utilization of resources for the best use that is an advantageous for the pupils. Nkwoh, K. (2011). stated, “the arrangement of human and material resources available in education is called management in education and for the achievement of educational objectives using them systematically”.

Human asset states to the faculty, staff or specialists in an association. Management implies the strategies by which the pioneer uses material and HR to accomplish foreordained authoritative objectives. Along these lines, human asset management is the course that arrangements with using individuals to achieve obligations and capacity in an association.

In managing staff or human asset management in schools, we are basically worried about three noteworthy issues to be specific: surveying, the requirement for staff, fulfilling the requirement for staff and, keeping up and enhancing staff services. According to Nkwoh, K. (2011), in education institute infers plan of the individual and material assets accessible in instruction and utilizing them thoroughly for the accomplishment of instructive goals. The vital

commitment is to direct and controlling the exercises of individual and material assets with a specific end goal to accomplish instructive objectives and targets.

The primary motivation behind the investigation is to recognize the managerial practices of secondary school heads and their examination as location and in Bannu Division. This study useful in strengthening the Academic Management practices of secondary school heads teachers in Bannu Division.

To a school manger my research gives an overview of the duties and functions and provides a brief reference material on the basic concept of school-based management. This research confirms that by location wise managerial performance of secondary school heads have influenced school performance. Hence, this study provides guidelines to educational administrators, policy makers and education institution.

**Statement of the Problem:**

The statement of the problem was “Self-perceived Managerial Practices and Location wise differences among Secondary School Heads in Bannu Division.”

**Significance of Study:**

This study would useful in strengthening the Academic Management practices of secondary school heads teachers in Bannu Division. This study would help us to understand that management provides maximum utilization of scare resources by selecting the best possible alternate use from out of various uses. This study would confirm that management of heads by location have influence on school performance. It would find that the head teachers who would involve in good management activities, achieve better results than those who would not do.

### **Objectives of the Study:**

Following were the objectives of the study

1. To investigate the perceptions of the secondary school heads about their managerial practices in Bannu Division.
2. To compare managerial practices of secondary school heads working in rural and urban areas in Bannu Division.

### **Research Questions**

**RQ1:** What are the perceptions of the secondary school heads about their managerial practices in Bannu division?

**RQ2:** Is there a significance differences between the managerial practices of secondary school head teachers works in both areas (urban and rural) in Bannu division?

## **METHODOLOGY**

The following procedure was adopted.

### **Design of the study**

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

### **Population**

According to Education Management Information System (EMIS) report 2015-2016, Directorate of education Khyber Pakhtunkhwa that there was total numbers of high schools in Bannu division are 126, at Bannu District the high schools are 99 (58 are male and 41 are Female) and 78 high schools are in Lakki

Marwat (55 are male and 23 are Female). In this study the population of the study is all the secondary school heads of Bannu division (Bannu, Lakki Marwat).

### **Sample**

For the selection of simple random sampling was used. According to John curry (1984) formula, the sample was consisting of 102 respondents and was randomly selected from Bannu district (35 was male and 37 was Female) and 30 from Lakki Marwat (15 was male and 15 was Female).

### **Research Instrument**

The related literature review provided the strong base for developing research instruments. For data collection a self-developed questionnaire was used from all secondary school heads of Bannu division (Bannu, Lakki Marwat). Through the research instrument i.e. questionnaire, researcher tried to cover the following area, Interpersonal management, Fiscal Management, Effective Documentation and HR management

### **Data Collection Mode**

The research was survey thus single questionnaire was used. The researcher personally visited the 102 secondary school (male and female) of Bannu division for the data collection and got 100% response from the respondents.

### **Data Analysis**

Statistical Package for Social Sciences (SPSS\_24) and examined utilizing descriptive statistic (mean and standard deviation) and inferential measurements (t-test). The level of significance selected for testing questionnaire were 0.05. Discoveries, conclusions and suggestions were made based on information examination

**RESULT AND DISCUSSION**

The study was designed to analyse the managerial practices of secondary school heads in Bannu division. keeping in view the objectives of the research a questionnaire was self-developed for getting information from head teachers of secondary schools. The gathered information was entering in SPSS\_24. (Mean), (standard-deviation), and (t-test) was utilized for information investigation. Finding, conclusions and recommendation were made.

**Descriptive Analysis**

The scale, weight and range utilized for Descriptive Statistic were as take after

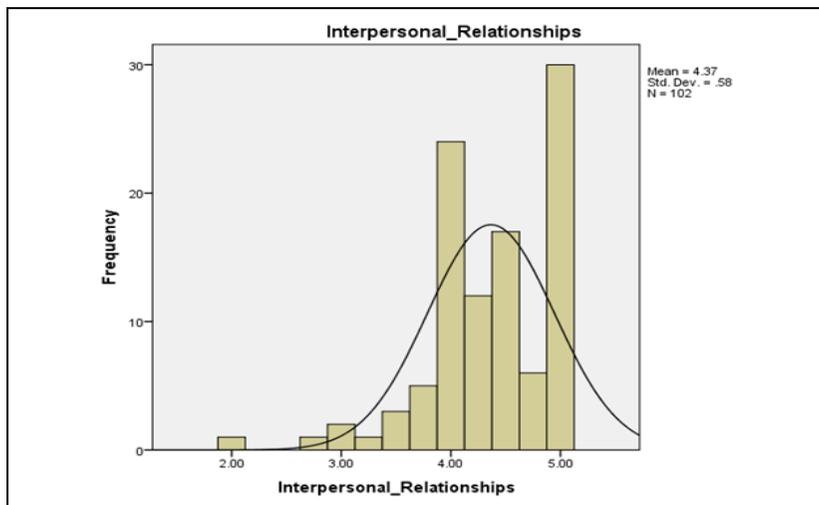
Scale	Abbreviation	Weight	Range
Never	N	1	1.00-1.50
Rarely	R	2	1.51-2.50
Sometime	S	3	2.51-3.50
Frequently	F	4	3.51-4.50
Always	A	5	4.51- 5.00

**Table 1: Interpersonal Relationship Managerial Practices of Secondary School Head teachers**

S.N	Statements	M	SD
1	I handle staff problems sensitively, supportively and friendly.	4.59	0.63
2	I manage various meetings with staff effectively.	4.52	0.81
3	I disseminate information to the school teachers about Govt. rules, regulations and policies.	4.35	0.85
4	I establish personal linkages with teachers.	3.98	1.29
	Overall	4.37	0.58

Table 1 indicates the overall mean score of head teachers “Interpersonal Relationship”  $M=4.37$  with  $SD=0.58$ . Which means that the respondents are “frequently” use Interpersonal Relationship in their managerial practices at secondary school level in Bannu division.

**Graph 1: Interpersonal Relationship as a managerial practices of head teachers**

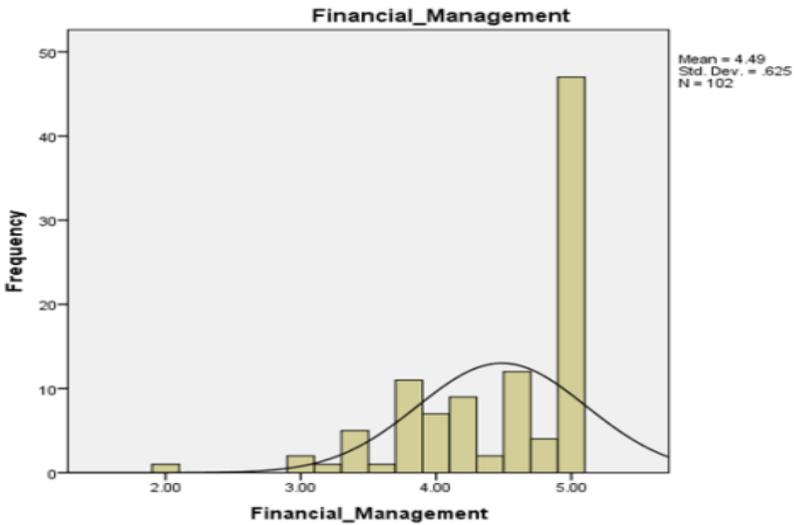


**Table 2: Financial Management in managerial practices of secondary school head teachers**

S.N	Statements	M	SD
1	I have proper documentation of school financial matters.	4.89	0.41
2	I maintain the record of income and expenditures	4.79	0.65
3	I make regular verification of the school stock and store.	4.75	0.58
4	I follow propose procedure of utilization of my school budget.	4.25	1.28
5	I prepare my school budget.	3.7	1.71
	Overall	4.49	0.62

Table 2 illustrate the overall mean score of head teachers ‘financial management=4.49 with SD=0.62 the mean fall in the range (4.51-5.00) which means that the respondents are “Always” practice financial management at secondary schools in Bannu division which is graphical presented in the Graph 2.

**Graph 2: Financial Management in managerial practices of head teachers**

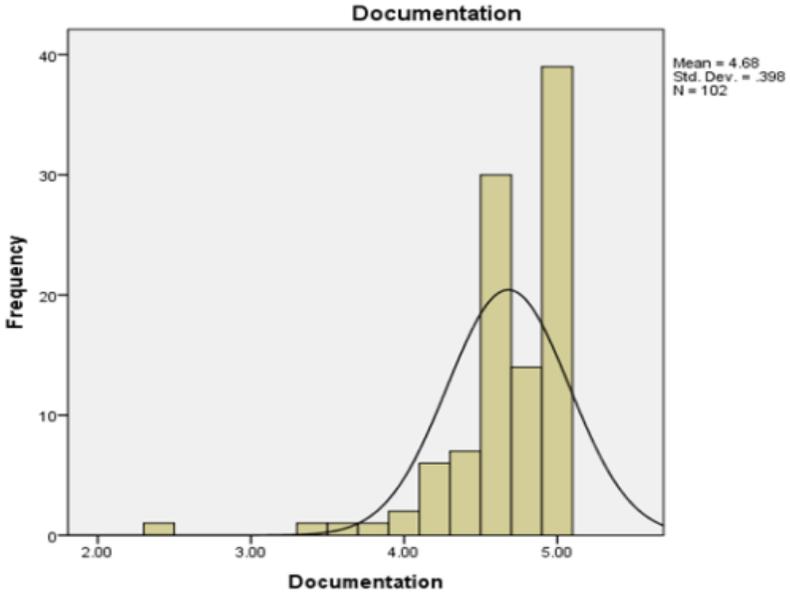


**Table:3 Effective Documentation in managerial practices of secondary school head.**

S.N	Statements	M	SD
1	I ensure maintenance of proper office record.	4.92	0.41
2	I make the classification and categorization of office record.	4.92	0.39
3	I ensure to maintain proper academic record of all the schools under my supervision	4.81	0.62
4	I I ensure proper information sharing with my officers, school staff and students.	4.49	0.75
5	I verify all types of the school records time to time.	4.49	0.75
Overall		4.68	0.39

Table 3 indicate overall respondents are “always” practice skill of “Effective Documentation” in Managerial Practices at Secondary Schools in Bannu division with  $M=4.68$  and  $S.D=0.39$  which is graphical presented in the Graph 3

**Graph 3: Effective Documentation Practices**

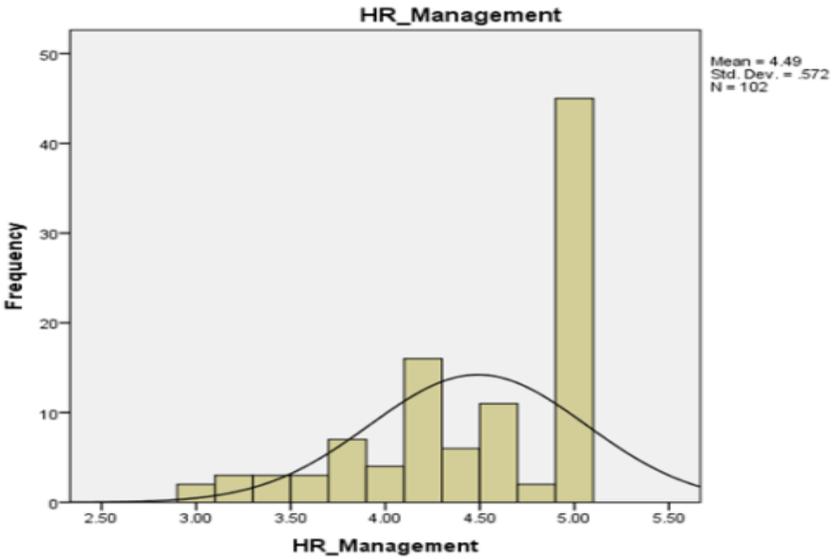


**Table :4 Human Resource Management in managerial practices of secondary school heads**

S.N	Statements	M	SD
1	I ensure presence and punctuality of school staff and students	4.80	0.56
2	I develop harmony among teaching staff and school students	4.69	0.64
3	I try to development work and co-operation	4.66	0.69
4	I Plan activities for assigning the tasks according to the job requirement	4.37	1.00
5	I write Annual Confidential Reports for staff	3.91	1.74
	Overall	4.49	0.57

Table 4 illustrate the on the whole mean score of head teachers’ HR Management M=4.49 with SD=0.57 the mean falls in the range (4.51-5.00) which means that the respondents are always practice HR Management at secondary schools in Bannu division which is graphical presented in the Graph 4.

**Graph 4: Human Resource Management Practices**



**Table 5: Location based comparison of Head Teachers Management Skills**

S.N	Management Skills	Location	M	SD	t	P
1	Interpersonal Relationship	Urban	4.16	.44	-1.75	.09
		Rural	4.39	.59		
2	Financial Management	Urban	4.41	.63	-.480	.63
		Rural	4.49	.62		
3	Effective Documentation	Urban	4.82	.14	2.88	.00*
		Rural	4.65	.42		
4	Human Resource Management	Urban	4.72	.34	2.46	.02*
		Rural	4.45	.59		

Table 5 data indicates that calculated means value score =4.16 ,4.39 and SD=0.44,0.59 and significant value is=0.09 greater than 0.05 level of significance. This shows that statistically there was no significant difference between the urban and rural secondary schools heads in managerial practices about “Interpersonal Relationship”. Data indicates that calculated means value score =4.41,4.49 and SD=0.63,0.62 and significant value is=0.63 greater than 0.05 level of significance. This shows that statistically there was no significant difference between the urban and rural secondary schools heads in managerial practices about “Financial Management”. The Study revealed that there was significance difference between the heads of urban and rural in managerial practices about the “Effective Documentation” with the means score=4.82,4.65 and SD=0.14,0.42 and significant value is=0.00 less than 0.05 level of significance. The urban heads teachers properly maintenance the schools and offices record than the rural head teachers. The analysis of the data showed that there was significances difference between the heads of urban and rural in managerial practices about the “Human Resource Management” with the means score=4.72,4.45 and SD=0.34,0.59 and significant value is=0.02 less than 0.05 level of significance. This result indicates that the mean score of urban heads was greater than the rural heads and visible difference, so the urban heads were more cautiously performs this task.

The result of the study revealed that the secondary school heads practice managerial skill as financial management effective documentation, interpersonal relationship and human resource management. This result support the (Quraishi &Khatoon 2008; Shami & Hussain, 2005) study in which they found out that secondary school heads teachers performed various managerial activities in their schools.

The study revealed that secondary school heads in Bannu division practice the financial management skill. The findings of the present study are in the line with the findings of Noor (2013) “There is a proper system for preparing budget, maintenance of income and expenditure statements and their verification.” The secondary school head in Bannu division have interpersonal relationship in managerial practices this result support the Noor (2013) finding in intrapersonal relationship as principals establish superficial linkage with community and district level education officials. The study Khan, & Iqbal (2013). Support that Principals should Prepare and Maintain the school record properly. This finding also supports the result of the study in the field effective documentation.

The head teachers of secondary school in Bannu division have no significant difference among urban and rural head teachers in interpersonal relationship and financial management. The findings of the present study are in the line with the findings of Shah (2016) and Rahmatullah (1999). The study showed that urban heads are more successfully practices the managerial skills of effective documentation, and human resource management than the rural secondary heads. This result support the Salfi, Virk & Hussain (2014) study in which they found out that Urban and rural head teachers had significant difference in their leadership styles. Urban head teachers were more democratic than their rural head teachers.

## **CONCLUSIONS**

Based on the result and discussion it can be concluded that the secondary school heads are supervisor whose multidimensional part incorporates the capacity for arranging and utilize their management skill, for example, as financial management effective documentation, interpersonal relationship and human resource management So overall

heads of Secondary School in Bannu divisions fall in the scope of "Always" in that classification.

Location shrewd correlation assumed that there was no significant difference amongst urban and rural head teachers in managerial practices about interpersonal relationship and financial management. It demonstrates that urban heads were more successfully practices the managerial skills of effective documentation, and human resource management than the rural secondary heads.

### **RECOMMENDATIONS**

- The study show that the heads have good managerial skill but not the excellent which is needed. Therefore, more attention will be given on this managerial field. Special professional training should be given to the secondary school head teacher.
- Motivational incentive for head of the organizations to defeat their slackness and inclination to set them up for work.
- For the preserving satisfactory school environment the head teachers should be improved the interpersonal skill.
- Urban head teachers were found significantly better than the Rural head teachers in keeping well managed secondary school documentation and HR management. So, rural head teachers should have training in improving their managerial skill and for the purpose proper training centers and well trainers are needed and recommended.
- Motivational incentive for head of the organizations to defeat their slackness and inclination to set them up for work.

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