A STUDY OF RELATIONSHIP BETWEEN SCHOOL HEADS MANAGEMENT COMPETENCIES WITH SCHOOL EFFECTIVENESS AND DESIGNING OF AN IN-SERVICE TRAINING PROGRAMME FOR SECONDARY SCHOOL HEADS IN PAKISTAN

DATA ENTERED BY

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Director of Thesis

Chairman

Member

Member

Consultant
DEDICATION

Dedicated to my mother

whose prayers and affections are the source of strength

for me in every step of life.

My success is really the fruit of her devoted prayers.
ACKNOWLEDGEMENT

God never spoils any effort. Every piece of work is rewarded according to the nature of devotion for it. I offer my most humble and sincere words of thanks to Almighty Allah. The most compassionate and merciful, whose bounteous blessings enabled me with the potential and ability to make some contribution to the already existing ocean of knowledge in Education.

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topics</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Title</strong></td>
<td>i</td>
</tr>
<tr>
<td></td>
<td>Approval Sheet</td>
<td>ii</td>
</tr>
<tr>
<td></td>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td></td>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td></td>
<td>Table of Contents</td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>List of Tables</td>
<td>viii</td>
</tr>
<tr>
<td></td>
<td>List of Appendices</td>
<td>xii</td>
</tr>
<tr>
<td></td>
<td>Abstract</td>
<td>xiii</td>
</tr>
<tr>
<td>1.</td>
<td><strong>INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Theoretical Foundation</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Objectives of the Study</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Assumptions of the Study</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>General Procedure of the Study</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Limitations of Study</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Definitions of the Terms Used</td>
<td>12</td>
</tr>
<tr>
<td>II.</td>
<td><strong>REVIEW OF RELATED LITERATURE</strong></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>What is Management</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Emergence of Management</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Approaches of Management</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>The Classical Approach to Management</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>The Behavioral Approach of Management</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>The Quantitative Approach</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>The System Approach</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Situational Management Theory</td>
<td>19</td>
</tr>
<tr>
<td>Chapter</td>
<td>Topics</td>
<td>Page No.</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Management Competencies</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Islamic View Point of Competencies</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Competencies of School Heads</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Research on Competencies of School Heads</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>School Effectiveness</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Approaches of Effectiveness</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Goal Approach of Effectiveness</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>System Resource Approach of Effectiveness</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>School Effectiveness Models</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Research on School Effectiveness</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Indicators of School Effectiveness</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Common Issues in Competency and School Effectiveness</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>In-service Training</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Functions of Staff Development</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Problems of In-Service Training in Pakistan</td>
<td>74</td>
</tr>
<tr>
<td>III.</td>
<td>RESEARCH DESIGN AND PROCEDURES</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Null Hypotheses</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Sources of Data</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Sample of the Study</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Rationale for Sample</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Instrumentation</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Heads Competencies Assessment Scale</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Heads Competencies Assessment Scale for Teachers</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Heads Competencies Assessment Scale for Heads</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>School Effectiveness Measuring Questionnaire</td>
<td>81</td>
</tr>
<tr>
<td>Chapter</td>
<td>Topics</td>
<td>Page No.</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Reliability and Validity Checks of Measuring Instruments</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Reliability Check: (HCAS)</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>First Pilot Run: (HCAS)</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Second Pilot Run: (HCAS)</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Validity Checks</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>First Pilot Run: (HCAS)</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Second Pilot Run: (HCAS)</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>School Effectiveness Measuring Questionnaire</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Validity Check: (SEMQ)</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Reliability Check: (SEMQ)</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Descriptions of Data Gathering</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Research Design</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Statistical Analysis</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Nature of Variables and Scale</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Treatment of Data</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Statistical Significance</td>
<td>85</td>
</tr>
</tbody>
</table>

**IV. ANALYSIS OF DATA**

<table>
<thead>
<tr>
<th>Part 1: Participation Rates and Demographic Variables</th>
<th>88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 2: Demographic Variables and School Effectiveness</td>
<td>92</td>
</tr>
<tr>
<td>Part 3: Demographic Variables and Management</td>
<td>95</td>
</tr>
<tr>
<td>Competencies of School Heads</td>
<td></td>
</tr>
<tr>
<td>Chapter</td>
<td>Topics</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Part 4: Significance of Difference between High Effective and Low Effective Schools on the Basis of Management Competencies</td>
</tr>
<tr>
<td></td>
<td>Part 5: Testing of Null Hypotheses</td>
</tr>
<tr>
<td>V.</td>
<td>SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
</tr>
<tr>
<td></td>
<td>Findings</td>
</tr>
<tr>
<td></td>
<td>Findings from Descriptive Data</td>
</tr>
<tr>
<td></td>
<td>Conclusions Drawn from Descriptive Data</td>
</tr>
<tr>
<td></td>
<td>Statistical Findings</td>
</tr>
<tr>
<td></td>
<td>Conclusions Drawn from Statistical Findings</td>
</tr>
<tr>
<td></td>
<td>Discussion on Findings</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
</tr>
<tr>
<td></td>
<td>Recommendations for Future Research</td>
</tr>
<tr>
<td></td>
<td>Proposed In-Service Training Program for Secondary School Heads</td>
</tr>
<tr>
<td></td>
<td>REFERENCES</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sample Size, No. of Questionnaires Returned, Usable Questionnaires</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>and Percent of Usable Questionnaires from Secondary School Teachers</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Sample Size, No. of Questionnaires Returned, Usable Questionnaires</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>and Percent of Usable Questionnaires from Secondary School Teachers</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Distribution of School Heads by Gender</td>
<td>89</td>
</tr>
<tr>
<td>4.</td>
<td>Distribution of School Heads by Location</td>
<td>89</td>
</tr>
<tr>
<td>5.</td>
<td>Distribution of School Heads by Professional Qualification</td>
<td>90</td>
</tr>
<tr>
<td>6.</td>
<td>Distribution of School Heads by Management Courses Attended</td>
<td>90</td>
</tr>
<tr>
<td>7.</td>
<td>Distribution of School Heads by Management Experience</td>
<td>91</td>
</tr>
<tr>
<td>8.</td>
<td>Distribution of School Heads by Gender, Frequency, Percent</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>and Standard Deviation of School Effectiveness</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Distribution of School Heads by Location, Frequency, Percent</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>and Standard Deviation of School Effectiveness</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Distribution of School Heads by Professional Qualification, Frequency,</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Percent and Standard Deviation of School Effectiveness</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Distribution of School Heads by Management Courses Attended,</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Frequency, Percent and Standard Deviation of School Effectiveness</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Distribution of School Heads by Management Experience, Frequency,</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Percent and Standard Deviation of School Effectiveness</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Distribution of School Heads by Gender, Frequency, Percent</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>and Standard Deviation of School Heads Management Competencies</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Distribution of School Heads by Location, Frequency, Percent</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>and Standard Deviation of School Heads Management Competencies</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Distribution of School Heads by Professional Qualification, Frequency,</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Percent and Standard Deviation of School Heads Management Competencies</td>
<td></td>
</tr>
<tr>
<td>Table No.</td>
<td>Title</td>
<td>Page No.</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>16.</td>
<td>Distribution of School Heads by Management Courses Attended, Frequency, Percent and Standard Deviation of School Heads Management Competencies</td>
<td>96</td>
</tr>
<tr>
<td>17.</td>
<td>Distribution of School Heads by Management Experience, Frequency, Percent and Standard Deviation of School Heads Management Competencies</td>
<td>97</td>
</tr>
<tr>
<td>18.</td>
<td>Comparison between Low Effective and High Effective Schools on the Basis of Technical Knowledge by t-test</td>
<td>98</td>
</tr>
<tr>
<td>19.</td>
<td>Comparison between Low Effective and High Effective Schools on the Basis of Morale by t-test</td>
<td>99</td>
</tr>
<tr>
<td>20.</td>
<td>Comparison between Low Effective and High Effective Schools on the Basis of Judgement by t-test</td>
<td>99</td>
</tr>
<tr>
<td>21.</td>
<td>Comparison between Low Effective and High Effective Schools on the Basis of Occupational Knowledge by t-test</td>
<td>100</td>
</tr>
<tr>
<td>22.</td>
<td>Comparison between Low Effective and High Effective Schools on the Basis of Manipulative Skills by t-test</td>
<td>100</td>
</tr>
<tr>
<td>Table No.</td>
<td>Title</td>
<td>Page No.</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>27</td>
<td>Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance between Occupational Knowledge and School Effectiveness</td>
<td>104</td>
</tr>
<tr>
<td>28</td>
<td>Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance between Manipulative Skills and School Effectiveness</td>
<td>104</td>
</tr>
<tr>
<td>29</td>
<td>Comparison between Male and Female School Heads on Management Competencies of School Heads By t-test</td>
<td>105</td>
</tr>
<tr>
<td>30</td>
<td>Comparison between Urban and Rural School Heads on Management Competencies of School Heads By t-test</td>
<td>105</td>
</tr>
<tr>
<td>31</td>
<td>Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance between Professional Qualification and School Heads Management Competencies</td>
<td>106</td>
</tr>
<tr>
<td>32</td>
<td>Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance between Management Courses Attended and School Heads Management Competencies</td>
<td>106</td>
</tr>
<tr>
<td>33</td>
<td>Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance between Management Experience and School Heads Management Competencies</td>
<td>107</td>
</tr>
<tr>
<td>34</td>
<td>Comparison between Male and Female School Heads on School Effectiveness By t-test</td>
<td>107</td>
</tr>
<tr>
<td>35</td>
<td>Comparison between Urban and Rural School Heads on School Effectiveness By t-test</td>
<td>108</td>
</tr>
<tr>
<td>36</td>
<td>Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance between Professional Qualification and School Effectiveness</td>
<td>108</td>
</tr>
<tr>
<td>37</td>
<td>Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance between Management Courses Attended and School Effectiveness</td>
<td>109</td>
</tr>
<tr>
<td>Table No.</td>
<td>Title</td>
<td>Page No.</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>38.</td>
<td>Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance between Management Experience and School Effectiveness</td>
<td>109</td>
</tr>
<tr>
<td>39.</td>
<td>Regression Analysis Predicting School Effectiveness from Five Attributes of School Heads</td>
<td>110</td>
</tr>
<tr>
<td>40.</td>
<td>Regression Analysis Predicting School Heads Management Competencies from Five Attributes of School Heads</td>
<td>111</td>
</tr>
<tr>
<td>41.</td>
<td>Regression Analysis Predicting School Effectiveness from School Heads Management Competencies and Five Attributes of School Heads</td>
<td>112</td>
</tr>
<tr>
<td>42.</td>
<td>Comparison between School Heads Self Perception and Teacher's Perception about their Management Competencies by t-test</td>
<td>113</td>
</tr>
<tr>
<td>43.</td>
<td>Comparison between School Head Self Perception and Teacher's Perception about their Management Competencies in Low Effective Schools by t-test</td>
<td>113</td>
</tr>
<tr>
<td>44.</td>
<td>Comparison between School Heads Self Perception and Teacher's Perception about their Management Competencies in High Effective Schools by t-test</td>
<td>114</td>
</tr>
<tr>
<td>45.</td>
<td>Summary: Testing of Null Hypotheses</td>
<td>126</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

A. Letter of Transmittal to Secondary School Heads
B. Letter of Transmittal to Secondary School Teachers
C. Heads Competencies Assessment Scale (HCAS) For Heads
D. Heads Competencies Assessment Scale (HCAS) For Teachers
E. School Effectiveness Measuring Questionnaire (SEMQ)
F. Letter of Transmittal to Educational Experts for Opinion on Proposed In-Service Training Programme for Secondary School Heads
G. List of Suggestions Received from Educational Experts
H. List of Sampled Schools included in Analysis
A STUDY OF RELATIONSHIP BETWEEN SCHOOL HEADS MANAGEMENT
COMPETENCIES WITH SCHOOL EFFECTIVENESS AND DESIGNING OF
AN IN-SERVICE TRAINING PROGRAMME FOR SECONDARY SCHOOL
HEADS IN PAKISTAN

ABSTRACT

This study was designed to explore the relationship between management competencies of school heads with school effectiveness and designing of in-service training programme for school heads. Objectives of the study revolved around the most important and key figure in the school that is the school head. No school will operate long without a competent head, because he/she is person who can make a school successful enterprise. Effective school heads are not necessarily born with skills and traits. They can be trained for performing certain management roles. The present study was conducted as a field study where in data of high effective and low effective schools were to be collected, analyzed and compared to identify the relationship between management competencies of school heads with school effectiveness. Five identified management competencies (technical knowledge, morale, judgement, occupational knowledge and manipulative skills) were measured and explored their relationship with school effectiveness. The study also sought to establish the relationship between personal and situational factors such as gender of the school heads, location of the schools, professional qualification of school heads, management courses attended by school heads and management experience of school heads with school effectiveness and management competencies of school heads. These personal and situational factors were analyzed through twenty hypotheses to assess their contribution in explaining school effectiveness and management competencies of school heads. Heads Competencies Assessment Scale (HCAS) is developed and validated to measure the management competencies of school heads. School Effectiveness Measuring Questionnaire (SEMQ) is developed to measure school effectiveness. Sample of the study was comprised of 250 school heads and 1000 teachers. Usable data were received from 200 school heads and 800 teachers. Parametric statistical techniques were used to analyze the data. The conclusions based on descriptive and statistical evidences of this study indicates that significant relationship exists between management competencies of school heads and school effectiveness. All five management competencies (technical knowledge, morale, judgement, occupational knowledge and manipulative skills) discriminated between high effective and low effective schools. Morale,
judgement and occupational knowledge are competencies which highly
discriminated between high effective and low effective schools.
So it can be concluded from the findings of study that management
competencies of school heads are directly related to school effectiveness.
In addition this study described that gender of the heads did not affect
the school effectiveness, while professional qualification of school heads
and management courses attended by school heads were more supportive
for school effectiveness. Keeping in view the findings of the study in-
service training programme is designed for school heads. This in-service
training programme included objectives of programme, content for
management training, training methodologies, evaluation procedure and
tentative schedule of training programme.
Chapter I

Introduction

Since the beginning of schooling, the relation between quality of schools and quality of learning for student has been accepted as an article of faith. But with the 1964 publication of Benjamin Bloom’s Stability and Change in Human Characteristics and 1966 publication of James Coleman’s Equality of Educational Opportunity, this faith was broken (Sergiovanni, 1991). Coleman’s study suggested that regardless of one’s race or region, it was the home environment (social class and income of parents, exposure to books, need for achievement) that was far more important in explaining differences in student learning outcomes than were school facilities, teacher salaries, or even the curriculum itself. Many teachers and principals accepted this belief that schools are not very important. In order to improve student learning above mentioned social factors should be corrected. But the 1980’s changed whole scenario and the relationship between schooling and quality of learning for students, that school does make a difference, become once more the accepted phenomena.

According to Beare et al. (1989) one of the most influential scholars connected with effective schools movement, Ronald Edmonds, wrote in December 1982, “Educators have become increasingly convinced that the characteristics of schools are important determinants of academic achievement”. This view is the antithesis of the one widely held in the late 1960’s and early 1970’s namely that schools do not make such difference. So the late 1970’s produced more significant studies aimed at showing that school do make a difference to pupil achievement and at pinpointing what characteristics were common to
those schools which were shown to be effective. Some of these studies are Rutter study (1971), Austin (1978), Brookover and Lezotte (1979), Phi Delta Kappa (1980), and Edmonds and Frederickson (1979) as quoted by Beare et. al (1989).

It has become abundantly clear from research on effective schooling that the leadership of the principal is the single most powerful determinant of school effectiveness. According to Hughes and Ubben (1989) quality schooling indeed lead to quality learning, and an important key to quality schooling is the amount and kind of leadership provided directly. It is the leadership of the school that makes the difference between mediocrity and excellence.

Schools in a democratic society are maintained to help and assure a productive and competent citizenry and school administrator has developed to assist in the accomplishment of this mission. In the whole educational undertaking, the administrator has a major responsibility for obtaining both human and material resources, for putting them together in a desirable fashion, and for helping to focus energies on the major educational problems at hand. In all matters, the administrator is responsible for taking those actions which will be effective through time (Newell, 1978).

There is little question that the role of the principal has changed since the days when the effectiveness of principal was primarily on his or her ability to exercise a control. Principals acknowledge that authoritarian leadership style that distinguished principal of the past is ineffective in an era of site-based decision making and shared responsibility. But while the role of principal has changed, the importance of the principalship has not. School needs strong principal more than ever (Du Four, 1999).
No enterprise will operate well for long without a competent chief executive. The plethora of effective school research has made this abundantly clear. Effective schools are the result of the activities of effective principals. The late Ronald Edmonds was frequently heard to remark “there may be some bad schools here and there with good principals, but I have never seen a good school that had a bad principal” (Hughes and Ubben, 1989).

Principals are important: indeed, no other position has greater potential for maintaining and improving quality of schools. These assertions are bolstered by findings that emerge from research and from more informal observation of successful schools. It is clear that when schools are functioning especially well and school achievement is high, much of the credit typically belongs to the principal. A study in USA has following conclusions; “In many ways the school principal is the most important and influential individual in any school. It is his/her leadership that sets the tone of the school climate, the level of professionalism and morale of teachers and the degree of concern for what student may or may not become. If a school is vibrant, innovative, child centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability one can almost always point to the principal’s leadership as the key success (Sergiovanni, 1991).

It will be heartening to learn that, effective principals are not necessarily born with the control skills and traits. They can be trained for performing certain key administrative skills. Leadership can be most effective when knowledge and learned behaviors are used along with intuitive insight in sensing needs and providing leadership in a given situation. Mehmood (1995) pointed out that the professional qualification and training in management for practicing secondary school heads are intended to foster positive changes in both patterns of behaviors (task oriented and relations oriented). The findings of his study suggest that
more qualified are believed to be more effective school heads than their less qualified counterparts. It is also clear that better professional qualification and training in management can change secondary school head's to lead school effectively. A secondary school head has thus, to continue professionalising himself/herself with the necessary knowledge, understanding, values, attitudes and skills; and imbibe these in his/her own behavior. Such professional behavior has been termed as competencies.
Siddiqui (1979) enlist leadership competencies desirable for secondary school heads in Pakistan which are:

(a) Conversance with Pakistan movement and its ideological foundations;
(b) Human relating skills;
(c) Counseling techniques;
(d) Creative and innovative faculties;
(e) Observance of Islamic Sharia; and
(f) Strategies for diffusing and adopting educational innovations.

The existing practice for the promotion/selection of a secondary school head in Pakistan is on the basis of seniority as a teacher or direct selection through Public Service Commission. Generally the selection is not based on criteria of professional competence in organizational matters or management aspects. The head's acquiring of professional competence on the job itself is the process of trial and error. Due to lack of training to secondary school heads on appropriate competencies, some heads disproportionately spend large part of their time in routine work, some prefer to do public relations job. Some believe that they have to come to school for administrative supervision only. If the competencies for efficient management are identified and provided through pre-service and in-service training
to secondary school heads, a comprehensive and higher efficiency level of secondary schools head could be possible. Mehmood (1995) in his doctoral study emphasized the need to know more about the connection between the levels of professional development and school effectiveness. Siddiqui (1979) recommended that person when appointed, as a head of secondary school, should undergo at least two weeks pre-leadership training. For continuous enhancing of leadership potential in-service training programs should be arranged for school heads throughout their career. Keeping in view the above mentioned needs, present study was designed. The aim of the present study is to identify management competencies level of secondary school heads and their relationship with school effectiveness.

**Statement of the Problem**

The study was focused to establish relationship between secondary school heads management competencies with school effectiveness and designing of an in-service training program for secondary school heads.

**Significance of the Study**

It is a universal fact that every effective organization is the result of effective management and same is the case with education. Effective management is a symbol of effective education. School head is a key figure in an educational set up and in order to manage school effectively, school heads face the continuous need for acquiring competencies. The competent school leader is a key factor in stimulating a meaningful change in the school. Pakistan like many other underdeveloped countries is confronted with shortage of resources. This shortage is creating problems like low literacy rate, deterioration of educational standards, high drop out rate, and shortage of qualified teachers. So, the school
leader should have more competent in organizing and directing the learning environment. The emergent future now calls for leader to have competencies in a variety of areas; including institutional planning, fiscal planning, conflict resolution, decision making, public relationing, human resource development and communication skills.

Almost all education policies in Pakistan stressed the need of competent school leader but nothing concrete was outlined in this direction. It is therefore imperative to study school management competencies and their relationship with school effectiveness.

The results of the study will enable to have knowledge about the management competencies of school heads in Pakistan. The research may be helpful to top administrators to make intense efforts to improve the management competencies of school heads.

The result of this research will provide necessary information and more understanding about school heads’ competencies and their relation with school effectiveness.

The result of this research will emphasize the need and importance of pre-service and in-service training of school heads for effective school management.

Also important in the present study will be its intention to design in-service training programme for secondary school heads with a view to equipping them with latest professional knowledge and skills. This programme will be helpful in raising the efficiency level of secondary schools.

The result of this study will also provide necessary guidelines for pre-service training programmes for school administrators. As a whole the present study will help in the improvement of the quality of education at secondary stage, which is very important and crucial stage in the ladder of education.
Theoretical Foundation of Study

There are several approaches to identify competency based management behaviors. One of the popular approaches has been evolved by Charles R. Richards (cited in Kalara, 1997). It is called Richards’ formula. The formula is as follows:

\[ C = (M + T + GV) \]

The abbreviations are as:

- **C**: Job competence
- **GV**: General knowledge required;
- **T**: Technical knowledge required to perform the job efficiently;
- **M**: Manipulative skills

Richards’ formula was revised by Charles R. Allen (cited in Kalara, 1997) to develop constellation stated as competencies. The new formula is as:

\[ C = (M + T + I + J + MO) \]

The abbreviations are as:

- **C**: Job competence
- **MO**: Morale; possession of personal values, which are crucial in the efficient management of secondary schools such as: commitment, cooperation, punctuality, patience, watchfulness, honesty, and fairness.
- **J**: Sense of judgment; sense of judgments is necessary for situations requiring intervention. Three skills given below need to be exercised by an effective secondary school head.
  - Decision making skills
Conflict resolution skills

Supervisory skills

I: Occupational knowledge required to achieve given objectives; it implies the knowledge required of a head as an administrative leader, a financial manger and an academic leader. The following skill areas pertaining to occupational knowledge have been identified:

Institutional planning

Information seeking/providing

Staff relations

Community involvement

T: Technical knowledge needed to make oneself functional in institutional context; school head should have a high proficiency in matters of financial administration and record maintenance.

Manipulative skills: manipulation is a critical skill involving interplay of skill areas such as communication, creativity and problem solving.

In substance, it would apply that competence for job success varies, as one possesses appropriate skills, technical knowledge occupational information, judgment and morale (Kalara, 1997).
THEORETICAL FOUNDATION OF THE STUDY

Head's Competencies

- Technical Knowledge
  - Financial Knowledge
  - Planning Skills
    - Time Structuring
- Morale
  - Commitment
  - Cooperation
  - Punctuality
  - Patience
- Judgment
  - Decision making skills
  - Conflict Resolution Skills
- Occupational Knowledge
  - Institutional Planning
  - Information Seeking/providing
  - Staff Relations
  - Community Involvement
- Manipulative Skills
  - Problem Solving
    - Communication
      - Creativity

School Effectiveness

Objectives of the Study

Following were the objectives of study:

1. To determine the relationship between overall secondary school head management competencies and school effectiveness.

2. To identify the secondary school heads’ management competencies which are highly correlated with school effectiveness.

3. To identify the difference between self-perceived and their teacher perception about management competencies of secondary school heads.

4. To suggest an in-service training program for secondary school heads.

Assumptions

The study was based on the following assumptions:

1. Every school head in an educational organization has different level of management competencies.

2. Most of the management competencies are acquirable.

3. The teacher as a subordinate is the best perceiver of head’s management competencies level

Limitations of the Study

The limitations of the study were as follows:

1. Only Secondary School Teachers (SST) and Elementary School Teachers (EST) teachers were selected to respond to the role performance of their school heads whereas the staff constituted of several other posts.

2. The data was collected only from those schools working under the jurisdiction of Punjab Education Department.
3. Identification of school head's competencies level was restricted to five management competencies: (a) morale, (b) judgment, (c) occupational knowledge, and (d) manipulative skills.

4. School effectiveness was delimited to six indicators as: (a) physical facilities, (b) time, (c) staff, (d) leadership, and (e) evaluation.

5. Situational variables were confined to: (a) location of the school (rural/urban), (b) gender of the head.

6. School head personal attributes are confined to: (a) experience as a school head, (b) age, (c) professional qualification, and (d) management courses attended.

**General Procedure**

After the review of literature three questionnaires were prepared to get the relevant information from secondary school heads and teachers working with them.

1. Head Competencies Assessment Scale (for teachers)
2. Head Competencies Assessment Scale (for heads)
3. School Effectiveness Measuring Questionnaire

Likert's scaling methodology was used to develop the questionnaire. A sample of 250 schools was drawn through stratified random sampling, keeping in view the following strata:

Male & female

Rural & urban

Heads (male & female) of sampled schools and four teachers each from same school were the respondents of research instruments. Twenty hypotheses were formulated to establish relationship between school heads' management competencies with school effectiveness. Pertinent data were collected and analyzed. Detailed procedure about whole study and preparation and validation of questionnaires is, however given in chapter three.
Definition of the Terms Used

Management: Management implies the coordination of resources and activities to accomplish certain results or to fulfill certain responsibilities (Desseler 1998).

Competency: A competency is a demonstrative behavior consisting of several skills, attitudes, knowledge and understandings (Kalara 1997).

Secondary Schools: Educational institution housing classes one to ten

Secondary School Heads: A headmaster/headmistress of a secondary school

HCAS: Head Competencies Assessment Scale

SEMQ: School Effectiveness Measuring Questionnaire.
CHAPTER II

REVIEW OF RELATED LITERATURE

Management has become one of the most pervasive phenomena of our times. A number of organizations, in public as well as private sectors, are trying to acquire and apply this knowledge and skills in an effort to improve their performance. There is a widespread acknowledgement that organizational performance is not optimal and that modern management concepts and techniques have great deal of promise for improving their effectiveness. Several indicators of the growing interest in management can be cited (Spare, 2002).

What is management?

Management is either a person or group of persons within formal organization. Management refers to those who have the official authority and responsibility for the achievement of organization objectives. Management is defined as the conducting or supervising of something (as a business), especially the executive function of planning, organizing, directing, controlling and supervising any industrial or business project or activity with responsibility for result (Webster's Third New International Dictionary). Desseler (1998) said that management is the process undertaken by one or more individuals to coordinate the activities of others to achieve results not achievable by one individual acting alone. Drucker (1974) said that management is a practice rather than a science. In this it is comparable to medicine, law and engineering. It is not only a knowledge but also performance.
Management can be defined as working with people to determine, interpret, and achieve organizational objectives by performing the function of planning, organizing, staffing, leading and controlling (Meggison, et al. 1992).

As it is noted, above definitions and interpretations vary widely. Some see management as a complex of personal and administrative skills. Other views it as a technique of leadership. Still other defines it as a mean of coordination and cooperation.

Management writers traditionally refer to the manager's four basic functions of planning, organizing, leading and controlling as the management process.

Planning
Planning is setting goals and deciding on courses of action, developing rules and procedure, developing plans and forecasting.

Organizing
Organizing entails identifying jobs to be done, hiring people, to do them, establishing departments, delegating or pushing authority to subordinates and establishing a chain of command.

Leading
Leading mean influencing other people to get the job done, maintain morale, molding companies culture and managing conflicts and communication.

Controlling
Controlling is setting standard, comparing these standards with actual performance and than taking corrective action as required (Gibson, Evich, 1995 & Robbins, 1997).

Emergence of Management
It would be impossible to imagine a modern society without organized effort or the managers who help to synchronize that effort, but the roots of management can actually be traced back to antiquity. Hunters bonded into tribes for protection. The Egyptian used organizations to build pyramids and control the rise and fall of the nile.
Management is thus a very old idea. (Desseler, 1998). Gibson and Evich (1995) said that many of the management concepts we take for granted today, such as dividing employees into departments could be traced from earliest organizations including those of Egyptian and ancient Greeks. Similarly, the close supervision and reliance on coercion and rules that management expert Peter Drucker has called “command and control” is also a product of earlier times, in particular of militaristic organizations of Egypt and ancient Rome. We can also find evidence that in approximately 1100 B.C, the Chinese recognized the need for planning, organizing, leading and controlling. And by the time of Christ, we find evidence that the unity of command, management by exception, and delegation to subordinate were practiced (Desseler, 1998).

In 1833, Charles Babbage wrote about the need for the systematic study and standardization of work operations to improve productivity. He stressed the need for dividing up work and assigning work to individuals on the basis of their skills and expertise. His work laid the groundwork for what has become known as “Scientific Management” (Desseler, 1998).

The Classical Approach to Management

The classical approach to management generally focused on boosting efficiency. Frederick W. Taylor was among the first of what historians called father of classical management. Taylor’s basic theme was that managers should study work scientifically to identify the one best way to get the job done. He defined four principals of management.

A large daily task: Each person in the establishment, high or low should have a clearly defined daily task. The carefully circumscribed task should require a full day’s effort to complete.

Standard conditions: The worker should be given standardized conditions and appliances to accomplish the task with certainty.

High pay for success: High pay should be tied to successful completion.
Loss in case of failure: Failure should be personally costly.

Expertise in large organizations: As organizations become increasingly sophisticated, tasks should be made so difficult as to be accomplished only by a first-rate worker. The work of Henry Fayol also further explains the classical approach to management and behavior at work. He identifies five basic function performed by managers. These functions are:

Planning: To plan means to study the future and arrange the plan of operations.

Organizing: To organize means to build up material and human organization of the business, organizing both people and materials.

Commanding: To command means to make the staff do their work.

Coordinating: To coordinate means to unite and correlates all activities.

Controlling: To control means to see that every thing is done in accordance with the rules that have been laid down and the instructions, which have been given.

Another contemporary of Taylor was Max Weber. He was the first man who gives the idea of bureaucracy, which provides further insight in to the ideals of classical management.

Weber described the certain characteristics of bureaucracy;
A well-defined hierarchy of authority
A clear division of work
A system of rules covering the rights and duties of position incumbents
A system of procedures for dealing with work situation
Impersonality of interpersonal relationships
Selection for employment and promotion based on technical competence
Because the classical approach ignored the impact of social relations on formal structure, the behavioral approach emerged.
The Behavioral Approach of Management

In 1920s to 1930s many changes swept across the world. Due to industrialization, many people moved from towns to cities. People became more dependent on each other for goods and services. Factories became more mechanized and the jobs became more specialized and interdependent. Governments became more deeply involved in economic matters and a number of lawsuits were filed to break up big industrial monopolies.

Many social movements aimed at giving women the right to vote, electing senators by direct popular vote, establishing a minimum wage, and encouraging trade unions.

Even the literature of the period became more anti-individualistic, as people questioned whether a philosophy based on hard work, individualism and maximizing profit. The building blocks of the classical management era might have some drawbacks.

In 1927 the Hawthorne studies were turning point in the study of management. The result of research was so striking that manager and management experts begin to recognize that human behavior at work is a complex and powerful force to be dealt with. Hawthorne studies had a dramatic impact on the direction of management thought.

Elton Mayo's conclusion was that behavior and sentiments were closely related and group influences were significant in affecting individual behavior. Group standards were highly effective in establishing individual worker output, and money was less important factor in determining output than group standards, sentiments and security. This conclusion led to a new emphasis on the human factor in the functioning of organizations and the attainments of their goals. The Human Relation Moment, inspired by this realization, emphasized that workers were not just machine but instead had needs and desires that organizations have to accommodate.

Another advancement in behavior approach is the work of Douglas McGregor. According to McGregor every manager has certain managerial assumptions about human nature. He classified these assumptions as theory X and theory Y.

The manager who believes that most people dislike work and responsibility and refer to be directed: that they are motivated not by the desire to do a good job but simply by financial incentives; so, they must be closely supervised, controlled and coerced into
achieving objectives. This type of manager is acting on theory X. Theory Y held assumptions that people could enjoy work and that an individual could exercise substantial self control over his or her performance, if the conditions were favorable. Implicit in theory Y is the belief that people are motivated by the desire to do a good job and by the opportunity to affiliate with their peers, rather than just by financial rewards.

Rensis Likert's was an organizational researcher who criticizes the classical management approach with its highly specialized jobs, centralized decision making and (up-down) communications. He pointed out how effective organizations differ from ineffective ones in several ways. Job centered companies focus on specialized jobs, efficiency, and close supervision of workers, are less effective. On other hand, organizations focus their primary attention on trying to build effectiveness with high performance goals, are effective organizations.

Chris Argyris approached the same problem from different prospective. He presented the view that the classical command and control approach to managing was unhealthy for workers. His point of view is that healthy people go through a maturation process, while reaching the adult hood, they move to a state of increased activity, greater independence, and stronger interests, and pass from the subordinate position of a child to an equal or super ordinate position as an adult. Highly specialized jobs with no decision making power and tight control and supervision inhabits their normal maturation process. So workers become more dependent, passive and subordinate. Argyris argued that it would be better to give worker more responsibility and broader jobs.

The work of behavioral scientists like Argyris, McGregor and Likert laid down the foundation of the subject of organizational behavior.

The Quantitative School

After World War II management theorists applied quantitative techniques to a wide range of managerial problems. Two closely associated approaches, the managerial science approach and system approached emerged as the result of these quantitative techniques.
Managerial science has three distinguishing features. Firstly management scientists generally deal with well-defined problems that have clear and indisputable standards of effectiveness. Secondly management scientists deal with the problems that have well defined alternative course of action. Finally, management scientists must develop a theory or model describing how the relevant factors are related. They must understand the problem and relationships clearly enough to formulate a mathematical model.

The System Approach

According to system advocates, all systems have four basic characteristics.

1. They operate with in an environment. (Environment comprises those things outside the organization which are important for organization).

2. All systems are composed of building blocks called elements, components or substances. In an organization, departments are sub system of organization.

3. All systems have a central purpose against which other organizations effort and sub system can be evaluated.

4. All the sub systems in a system (departments in an organization) are inter-related.

Situational Management Theory

The most recent directions taken by management theory can be described as a contingency or situational approach. It has become increasingly clear that it is difficult, if not impossible, to make broad-based generalizations about management practices that are applicable to all situations. Situational theorist argued that appropriateness of organization and its management principles were contingent on the rate of change in organization environment and technology. Contingency theory emphasizes the multivariate nature of organization and attempt to understand how organizations operate under varying conditions and in specific conditions. Contingency views are ultimately directed toward suggesting organization designs and managerial practices most appropriate for specific situations.
The attractiveness of contingency theory is immediately seen: it all depends on the situations as to whether a particular management approach will work or not. Contingency theory tries to move beyond the simple dictum that "it all depends" however to spell out the specific attributes of situations and environment in which various management approaches will be most successful. Contingency theory of necessity, than pulls the best of the other approaches together and integrates them into contingency perspective. (Aramstrong, 1995; Atchison, 1978; Desseler, 1998; Drucker, 1974; Gibson, Evich, 1995; Hodgetts, 1981; Meggison et al., 1992, Miner, 1978; Robbins, 1997; Sharplin, 1985; Smith, Carral, 1980; Torrington and Weight man, 1994).

The development in educational management goes parallel to those in the broad field of management. Similar to Taylor’s scientific managers, although lacking the rigor of the human engineers, early student of educational management such as Franklin Bobbit (1913) looked at organizational behavior from the vantage point of job analyses. Although problems in the development of theory in educational management remain, that does not mean that the efforts should be abandoned. Willower (1987 cited in Miskel & Hoy 1991) concludes his review of twenty-five years of inquiry, in to educational management with the observation that theoretical explanation linked to careful empirical work is central to the whole enterprise of educational management (Miskel & Hoy, 1991).

A review of the above mentioned management theories revealed that there are three periods in the evolution of administrative science. First, classical organization thought, starting with Taylor’s scientific analysis of work, focused on formal organizational structure. Scientific management concentrated on work efficiency and ignores the human element. Emergence of human relation approach was a reaction against ignorance of human element in scientific management. Third behavioral science approach recognized both work and humans are important for effective organization. Final and contemporary is the contingency theory.

The reliance of modern management on rational, objective and quantitative methods has given it the flavor of science. Mathematical models and sophisticated statistical techniques are widely used in data analysis and decision making. The information explosion has become a major challenge for management. Since the accurate
and reliable information is the basis for sound managerial decision, managers need a systematic way of collecting, sorting out and storing meaningful information. The emergence of computer has made all feasible. Management Information Systems (MIS) has now become a highly specialized field of study (Sapre, 2002).

Most of the organizations have instituted some form of training programmes for their employees. Generally referred to as staff development, most of these programmes focus on management concepts, techniques and competencies. Because effective management demands effective and competent manager. The manager has the task of creating a true whole that is larger than the sum of the parts, a productive entity that turns out more than the sum of the resources put into it. The second specific task of the manager is to harmonize every decision and action to meet the requirements of immediate and long-range future. He can not sacrifice either without endangering the enterprise. So to fulfill his job requirement manager should have to acquire management competencies.

Management Competencies

In terms of its conception and birth, the competency movement was conceived when the classical view of management was still held, when for some extent, the rationality of management prevailed, and when the government wanted a narrowly defined value for money program for training managers. The origins of the competence approach started in the USA (early 1970s) led by the American Management Association (AMA), a forum for leading American business. The idea of generic management competence was based on the study of 1800 management jobs. This study drew attention to the idea that successful performance was a result of possessing a set of competencies. Competence is a significant range of varied work activities, performed in variety of contexts. The competence of professionals derives from their possessing a set of relevant attributes such as knowledge, skills and attitudes (Buckly & Caple, 1995). So competence can be defined as a generic knowledge, motive, trait, social role or skill of person linked to superior performance on the job. These attributes which jointly underlie competence are often referred to as competencies. So competency is a combination of attributes underlying some aspect of successful performance. Graff and Street (1956) explain
competencies as a quality of specific behavior identifiable in the summation of behavioral incidents. In other words, the competence pattern of an individual could describe the professional's behavior.

Management Charter Initiative (MCI), (the MCI is the body that sets the standards for management) presented a model of competency.


Knowledge & Skills

Knowledge (body of information) + Skills (techniques, procedures, aptitudes acquired through training and practice) forms the basic trainable components. Knowledge and skills do not guarantee competence, but a manager is unlikely to be competent without having knowledge and skills (Osborne, 1996). For professionals, knowledge and understanding will underpin effective performance (Kydd, Crawford & Riches, 2000).

Experience

Knowledge needs to be applied and skills need to be practiced over a period of time.

Personal Qualities

Personal qualities such as commitment, cooperation etc enables the transfer of knowledge, skills and experience to any situation (Osborne, 1996). But one of the major difficulties in assessing qualities, however, is the problem of reliability (Jenkins, 1989).
MCI Model

Immediate Result → Intermediate result → Ultimate result

K + S + E + PQ → E + PQ + S - K → PQ + E + S + K

Gain
- Knowledge/
- Skill
- Understanding

Apply
- Knowledge
- Skill
to a particular
or limited
number of
situations, and
thereby gain
experience

Transfer
- Knowledge
- Skill
to any
situation,
using in
particular
personal
qualities

Low Complexity of situation High

Source: Staff Training & Assessment by David Osborne
Boyatzis (1982) views competence as a concentric organization of a person's characteristics and behaviors. These characteristics interact with each other's and influenced by job demands, organizational environment and professional culture. He considers that the components of competency are motives; traits; self-image; social roles; skills; knowledge. Each of these characteristics is involved in the demonstration of any competency behavior. Kalara (1997) stated that competence is usually understood as a quality performance. It is not in the form of single and discrete acts such as particular attitudes, habits or specific knowledge. It is in the form of summation of some behaviors as clustered activities. Further, competence is a dynamic pattern of performance. It remains an estimate unless actually demonstrated in actual performance situations.

Morgan, Hall and Macky (1983) have suggested tasks, which commonly face manager in a school setting. These tasks are: technical, conceptual, human relations and external relations. Technical tasks are those which are specific to the primary purpose of the school, which is the education of its pupils. Conceptual tasks includes those tasks which are directly concerned the controlling and administration of the school such as the deployment of the staff and other resources. The human relation element of these management tasks include the structuring of participation in decision making and policy making as well as the provision which needs to be made for the development of the staff of the school. The external tasks draw our attention to the key boundary role, which is often occupied by head. He controls and directs information into the school and coordinate responses to that information (cited in Bell, 1989).

Katz (cited in Siddiqui, 1979) suggests a three skill approach to fulfil above-mentioned tasks. It is based on what they do (i.e. the kinds of skills, which they exhibit in carrying out their jobs effectively). Successful administration mostly rests on three basic skills, he generalized. They are technical, human, and conceptual. The administrator needs: (a) sufficient technical skill to accomplish the mechanics of the particular job for which he is responsible; (b) sufficient human skill in working with others to be an effective group leader and to be able to build cooperative effort within the team he leads; and (c) sufficient conceptual skill to recognize the inter-relationship of the various factors involved in his situation, which will lead him to take that action which achieves the
maximum good for the total organization. This three-skill approach emphasizes that good administrators are not necessarily born, says Katz; they may be developed.

We can summarize above mentioned discussion that in terms of what a manager in a school may actually be observed to do, the tasks fall into the deceptively simple categories of keeping things going (administration), doing new things (innovations), and reacting to crises (salvation).

Effective management demands that the manager in school should achieve an appropriate balance between these tasks, which he commonly faces in school setting. For the successful accomplishment of these tasks, he/she should acquire a certain professional skills and competencies.

Islamic View Point of Management Competencies

It is our faith that being a complete code of life, Islam provided leadership for every field of human activity, no matter it may be commerce, industry, politics or education. Its moral teachings are backed by sanctions, which can make them living realities. It has tempered power with virtue and justice with strength so that the moral values may become enriched in the every day life of the individual and the society (Siddiqui, 1979).

Islamic concept of leadership is different to some extent from other leadership theories. The leader should not only possess academic and technical proficiency in the respective fields but should also have a faith in Islam and total determination to dedicate all their potential to the cause of Islamic renaissance.

Qur'an also directs:

"Give not unto the foolish (what is in) your (keeping of their) wealth, which Allah hath given you to maintain."

"Allah hath chosen him (saul) above you, and hath increased him abundantly in wisdom and stature (Al' Qur'an).

Above-mentioned Quranic verses emphasized that leader should possess the characteristic in order to run the establishment in a very productive and effective manner.
The fundamental principal of Islamic philosophy of leadership therefore, is that we have to follow Muhammad (PBUH) the great leader of mankind. Islamic concept of leadership emphasized that competence is an essential condition for effective leadership. A leader is competent only if he possesses knowledge and wisdom.

Competencies of the school Heads

A study to determine why some schools are better than others revealed some major areas that lift certain principals to the forefront of their profession (Blumberg, Greenfield, 1980). Concern for the capabilities of school principal has persisted in various forms since the 1950s, when Kellogg Foundation made large grants to various universities to promote both in-service training and improved graduate performance. The university council on Educational Administration devoted much of its energies in 1960’s to studies and proposal for improving the principalship (Harris, et al, 1992). The secondary school principal is confronted by an often-overwhelming myriad of responsibilities, demands, pressures and expectations. As an educational administrator of his school he/she is expected to play many roles. He/she is expected to set the tone and the pace of the institution, to see that the school program runs safely, smoothly, and efficiently (William, 2000). The importance of the school head can therefore hardly be overemphasized. If the head lack the initiative and originality of thoughts to provide necessary guidance, the school he leads cannot achieve its goals. Ronald & Reborne (1998) argued that dramatic changes have occurred over the last ten years, and they in turn have created an atmosphere, which changes the role of school heads. The role of school head today becomes more complex and multi-faceted. Today the school head is expected to play a large number of roles such as instructional leader, disciplinarian, public relation officers in the local community, decision maker etc (Kalara, 1997). So he/she required to provide the kind of educational leadership which:

Ensure a safe and supportive learning environment;
Lead and support the teaching and learning decisions made by teachers;
Ensure that school has effective learning environments;
Model good teaching and learning practices;
Involve the community in a positive and meaningful way;
Supervise the professional learning of their staff;
Monitor and report on student learning;
Monitor and support the work of teacher;
A desire and eager drive to create a school that expressed their vision - central to this vision is that all children are "educable";
Ability to be proactive and always quick to assume the initiative;
Ensure availability of enough resources which enable him/her to structure his/her roles that permitted him/her to pursue school vision rather than being encumbered with trivial item that detracted from the real purpose (Office of Education, Tasmania, 2000).

While the factors identified are not encompassing, they are in themselves the primary ingredients needed to be a successful principal. They explained on the job success and appeared to condition the style and manner of the behavior of successful school head (Franklin, 1994).

Due to these growing complexities about the school head role, he/she should must professionalize himself/herself with the necessary knowledge, understanding, values, attitudes, and skills; and imbibe these in his/her own behavior. Such professional behaviors have been termed as competencies.

A competent school head is identified as the one who is able to hold the show. Most principals feel the need to have knowledge of required competencies for efficient management of the schools under their charge.

National Association for Secondary School Principals started Assessment Center in 1970 for the assessment of performance of secondary school heads and their competencies level. The NASSP Assessment Center program also focuses on the assessment of secondary school head to predict success in the principalship. The elaborate system of simulations and other activities that is utilized focuses on a set of twelve dimensions. The dimensions include communication, personal motivation, judgement etc. (Hersey, 1977, cited in Harris et al 1992). However, the 1980s also produced a dramatic shift in focus from detailing and assessing specific competencies to general characteristic of school heads in effective schools. (Cohen 1983 cited in Harris et al 1992).
The University of Washington Assessment Center, under the direction of Dale Boktob, has developed an assessment system focusing on the school principal. This system is primarily formative and diagnostic and includes explications of an extensive array of competencies and skills explicitly related to the tasks of the school principal. Simplified activities and scoring procedures have developed to minimize time and personal requirements (Harris et al. 1992).

Vermont Department of Education (2001) enlists some competencies, which are crucial for school principal.

**Visionary planning:**

1. Identifies the needs for systemic change and can serve as an agent for that change.
2. Builds with others a shared vision of standards-based learning and teaching.
3. Understands strategic planning processes and involves others in strategic plan development.
4. Helps define and articulate the vision to the school community.
5. With others, develops and plans implementation of a comprehensive action plan to improve student learning within the school and assesses student performance under the plan.
6. Uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators.
7. Develops and monitors long range plans for school and district technology and information systems.
8. Understands the nature of internal and external political systems and environments as they apply to schools and affect educational change.
9. Develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed news media.

**Interpersonal skills:**

1. Understands and is responsive to needs of others.
2. Is articulate and clear in verbal and written communication skills.
3. Promotes and models effective communication skills.
4. Understand and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management, and crisis management.
5. Provides constructive feedback to others to further continuous improvement.
6. Models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups.
7. Manifests and promotes professional ethics and values.

Collaborative skills:
1. Uses knowledge of motivational theory, group dynamics, process skills, organizational theory/management and systemic change to create conditions for success for students, families and staff.
2. Works with others to define problems, examine alternatives, and find solutions.
3. Demonstrates shared leadership practices and empowers others in fulfillment of school vision.
4. Models and encourages collaboration.

Partnership:
1. Promotes and models effective collaboration and partnerships with parents, community, social service agencies, higher education institutions, business, and industry to support student learning.
2. Evaluates partnerships for their impact on the school/district mission.
3. Understands the role of school/community relations and school governance in furthering the school vision.
4. Understands the role and relationship between school boards and school personnel.
5. Understands the values of school/community partnerships to maximize school resources.
Personnel management:
1. Understands recruitment, selection, and maintenance of a qualified staff attending to equity and diversity.
2. Understands staff utilization according to student achievement and development, best practices, efficiency, cost, and quality.
3. Understands labor relations, collaborative negotiations, and contract management.
4. Understands theories, principles, and best practices of staff supervision and evaluation to effective implementation of standards-based instruction and assessment.
5. Understands a variety of theories, principles, and best practices of professional development, which will result in improved professional practice.
6. Understand the need for him/herself and other staff to reflect on practice, seek opinion from others and apply the results to guide professional growth.
7. Understands a variety of theories, principles, and best practices for needs-based staff development programs that are connected to student standards and that will result in improved student learning consistent with the school vision and action plans.

Curriculum, Instruction and Assessment
1. Coordinates planning, implementation, and evaluation for the improvement of educational programs.
2. Coordinates standards-based curriculum efforts within and among schools.
3. Understands theories and principles of learning and human development birth through adulthood.
4. Understands standards-based curriculum, instruction and assessment; integrated curriculum; and the use of students performance data; and understands their implications for curriculum development that results in improved student learning.
5. Understands multiple instructional strategies.
6. Accesses, uses, and conducts research.
7. Plans for coordination of multiple services for schools and students.
8. Understands diversity and its meaning for educational programs.

9. Develops a comprehensive system of education that will foster success for all students, including students with disabilities as well as gifted and talented students.

10. Demonstrates ability to plan and carry out a developmentally appropriate, standards-based comprehensive assessment program that includes the effective use of results to improve students learning.

11. Understands how to report and use assessment results to inform the school community, and develop action plans and modify school programs.

12. Uses technology, telecommunications, and information systems to enrich curriculum and instruction.

**Fiscal planning and budget management:**

1. Demonstrates an understanding of school finance and resource planning including how to evaluate financial resources for effectiveness.

2. Applies knowledge of budget and fiscal planning and principles of management and accountability.

3. Demonstrates the ability to plan and manage resources according to school vision and action plans.

4. Understands the implications of labor relations, negotiations, and contracts on administration.

5. Applies and assesses current and future technologies for school management and business procedure.

**Educational law:**

Applies policies, rules, and regulations to daily school situations.

**Safe and effective learning environments:**

1. Creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness.
2. Understands the need for and promotes freedom from discrimination in the school community.

3. Understands principles and issues of school safety and security.

4. Understands current technologies that support a safe and effective learning environment.

5. Understands principles and issues relating to school facilities and use of space.

6. Develops and administers policies that provide a safe school environment and promote student health and welfare.

7. Understands school construction and modification processes.

(Source: Vermont Department of Education, 2000)

Education Review Office New Zealand was established as a department of state in 1989 to investigate report on education in New Zealand schools. The mission statement of the office is: "High quality evaluation contributing to high quality education. The chief Review officer of the Education Review Office meets regularly with national groups representing the interests of a wide range of stakeholder in the education of school students.

In the course of discussions with these groups' considerable interest has been expressed over some time in issues concerned with role of principal and school effectiveness. To begin the process, the office employed a consultant specializing in strategic human resource management to conduct preliminary interviews with four principals in a range of schools using a job analysis technique known as repertory grid interview. The consultant elicited the dimensions of effective performance of a school principal and drew up a draft of a set of competencies. The group of experts discussed this draft of set of competencies and amendments, additions and deletions were recommended. A set of competencies under main headings was finalized.

Intellectual

1- Awareness of the environment

Contextual awareness: demonstrates awareness of current educational issues, political environment, knowledge of the local community and of other's needs.
awareness of issues relating to ethnicity and gender, and knowledge of school policies.

**Cultural awareness:** shows awareness of different customs and what is appropriate for different groups and does not expect others to do things not culturally appropriate for them.

2- **Strategic thinking:**
Ability to take a broad and long term view of a situation, for example develop a shared vision for the school in the future, involves others in creating and promoting that vision, and identifies factors critical to the achievement of that vision.

3- **Entrepreneurial focus:**
Ability to identify opportunities that will improve the situation by; enhancing the image of school, develops opportunities for revenue creating and is confident in taking calculated risks.

4- **Gathering, retrieving and managing information:**
Ability to seek obtains, store, retrieve and manage information.

5- **Reasoning:**
Ability to analyze and understand a situation or problem. He/she should evaluate information, identifies and focuses on key issues and can distinguish between facts and rumors.

6- **Judgement & decision making:**
Ability to make balance decision by knowing how to gather data to make an informed decision, knows whether a decision is needed immediately or later and decides what is important and what is not.

7- **Planning & organization:**
Ability to plan and organize times and tasks to achieve objectives. He/she should make an assessment of what must be done and prioritizes tasks.
Result Orientation

8- Delivering:
He/she should start by doing those things that are important, picks the time to act, meet deadlines, works systematically, handles ongoing demands, and evaluates own performance in achieving objectives.

Interpersonal Relationships

9- Oral & written communication:
Ability to speak and write effectively so that other will understand him/her. He/she should write clearly and concisely, speaks clearly and concisely, and keep other informed.

10- Relationship building & maintenance:
Ability to develop a positive school climate, demonstrates skill and pleasure in dealing with people, builds up contacts and maintains them, and maintains ongoing consultation.

11- Leadership:
Ability to undertake the role of leader by knowing when to take a stand, motivates people, conducts themselves appropriately at all times, able to sustain criticism, and adopts a collaborative style.

12- Client orientation:
Always available to people, accommodating, and responsive to client concerns.

13- Representation & advocacy:
Ability to represent and present a case to persuade others in a manner that maintains respect and credibility and achieves objectives.
14- Conflict management:
Ability to defuse tense situations and negotiate a solution by stating what is acceptable and what is not, intervenes if and when appropriate, prepared to deal fairly, calms people down, and negotiates to achieve resolution.

15- Adaptability:
Ability to adapt behavior to changing circumstances and able to get task in hand.

16- Resilience:
Ability to continue a course of action despite setbacks, maintain an optimistic approach, does not give up easily, and demonstrates maturity.

Professional/Technical

17- Professional knowledge:
Have a current professional knowledge base necessary to conduct the role such as legal requirement, information technology and equity issues.

18- Professional vision & reflection:
Ability to provide a professional perspective on issues and to consider matters relevant to these issues.

19- Management
(a) Financial management: Ability to manage the financial affairs of the school, has knowledge of appropriate financial systems and financial terms and ensures budgets reflect agreed goals and objectives.
(b) Asset management: Ability to manage the buildings, grounds and others assets of the school.
(c) Staff management: Ability to manage staff by motivating and encouraging staff.
(d) Management of education achievement: Ability to manage student performance through others.
(e) **Promoting and managing change:** Ability to initiate change and to manage initiated and imposed change.

(f) **Managing public relations:** Ability to manage the school's external interface.

Core competencies could be used:

- In the recruitment of principals;
- In the appointment of principals;
- In the professional development and training of principals;
- As a focus for aspiring of principals;
- When the issue of incompetence has to be addressed;

and to indicate the nature and scope of school principalship to people outside education.

(Source: Education Review Office New Zealand, 2000.)

Siddiqui (1979) said that following traits and competencies are important for Muslim leader.

1. Establishing **Tauhid** and total submission to Allah;
2. **Obedience of the Prophet**;
3. **Taqwa** (good conduct);
4. **Fear of the Hereafter**;
5. **Honesty**;
6. **Justice**;
7. **Truth**;
8. **Politeness**;
9. ** Forgiveness**;
10. **Patience**;
11. **Sympathy**;
12. **Equality**;
13. **Consultation**;
14. **Accessibility**.
So far the review of literature suggested that in order to run organizations effectively, leader should possess a set of competencies crucial for effective management. Effective leader is a combination of personality traits and necessary competencies.

Researcher tried to identify school heads competencies and traits as descriptions reflecting quality performance in the profession. Studies concerning these two aspects i.e. traits and competencies are summarized in the following pages.

**Research on Management Competencies of School Heads:**

Research review of the techniques and tools show that researcher have attempted to develop performance indicators of the heads and sought responses of the administrators who are senior to the heads as well as teachers who are subordinate to them on the role expectations of the heads. In some studies, this information has been sought through questionnaire, while in some others, techniques of role rating, matching, role analysis, role prioritizing and Delphi techniques have been used. Many of the researchers used task inventory developed by the National Association of Secondary School Principal (NASSP) for the identification of competencies.

Berlin, et al. (1988) developed instruments to determine the principals’ function in curriculum leadership. They prepared a list of statements and administered these. The tools were administered to supervisors, principals and teachers with a view to find differences between the perception of the role of the principal and also seeking information on the gaps between how the principal functions in real situation and how he is expected to function in ideal situation. The items were to be rated on both the aspects. The data were subjected to analysis using Rank order method; Kendall’s Co-efficient of Concordance, Chi-square values to ascertain the Significance of Difference between the expectations and actual performance.

An effective principal not only can contribute to schools but also can help students to develop learning skills and creativity in the changing society. He used five point likert scales to rate head competencies in the area of problem analysis, judgement, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interest, personal motivation,
educational values human and public relations and professional activities. The finding of the study indicates that significant relation was found between the principal job performance score and above mentioned competencies.

Another study by Kimbles gives a few concrete practical suggestions for the development of leadership competencies.

1. Creating a permissive atmosphere
2. Willingness to lead should be encouraged
3. Permissive atmosphere should be achieve
4. Authority should be shared
5. Teachers should be encouraged to assumed responsibility
6. Teachers should be assisted in carrying out responsibilities (cited in Siddiqui, 1979).

Hame's list is somewhat in more detail and comprehensive. He argued that following traits and competencies are most crucial for effective management.

1- Open-mindedness 7- Interest
2- Originality 8- Creativity
3- Intellectuality 9- Balance
4- Courage 10- Respect for colleague
5- Resourcefulness 11- Empathy
6- Objectivity 12- Inspiration

Christy (1993) in his Ed. D study An Analysis of the Principal Preparation Program in a Large Urban Florida School District examine change in the competencies used in a Florida school district’s for preparing new principals as mandated in the Florida Management Training Act of 1985. The subjects chosen for this study consisted of 67 intern principals representing elementary, secondary, and exceptional education administrators in the designated school district. The data was collected using a post-professional competency self-assessment instrument containing 19 sections each, with 3 to 6 questions relating to the competency area. Simple linear regression analysis was conducted to test each of the null hypotheses and to answer the research question.
Following the analysis of the survey results complied from the professional competency self-assessment instrument, a structured interview protocol was developed to assess the detail for selected competencies. The respondents indicated several areas for improvement including, but not limited to, staff development, adequate time to develop competencies, and the importance of the role model in the developmental process.

Bull (1991) in her doctoral study ‘Principal Competencies in Bureaucratic & Decentralized Organizations’ reported that principals identified accountability domain, instructional leadership, budgeting, public relations, decision making, planning, facility management and personnel management as important competencies for effective principal. Teachers identified principals as least competent in the domain of budgeting, personnel management, instructional leadership, public relations, decision making, accountability, planning, and facility management.

Biniewiez (1989) reported that following competencies are important for effective functioning of school head.

1- **Interpersonal relations:** has displayed appropriate skills by developing excellent working relation with staff and shown personal and professional ethics in all relationships.

2- **Communication:** ability to develop effective communication with staff and education department.

3- **Instruction:** has knowledge of good teaching methods and assists teacher to improve diagnostic skills and teaching strategies.

4- **Staff development:** promotes professional development among staff.

5- **Curriculum:** identifies and uses appropriate methods for coordinating, articulating, and updating the curriculum.

6- **School climate:** enable to keep and maintain orderly environment in school.

7- **Planning/decision making:** ability to develop comprehensive plan to achieve school goals.
William (2000) in his doctoral study "A Study to Identify the Competencies that Experts Agree are Important for Effective Department Leaders in Secondary Schools" reported that management competencies have vital importance for effective principals.

Docket (1982) in her doctoral dissertation "Principal Competencies: An Assessment of Standards for Effective Performance Internal Resources for Professional Development in an Urban School System" mailed questionnaires to selected principals comprising 30 competencies representing successful administrative performance and determine:

1- How important each competency was in performing their job
2- Which competencies they were best able to help other principals to learn (indicator of strength)
3- Which competencies they least able to help other principals to learn (indicator of need)
4- Which competencies they were most willing to share with their peers (indicator of resources)

50% of the principals agreed that management competencies are very important for school effectiveness. Competencies related to dealing equitably with other were considered the most important of all. Principals identified strengths, needs, and resources in each of five domains. Subsequent analysis determined that there were existing internal resources, which could be used to support the reported needs in the following competencies.

1- Knowledge of budgeting
2- Presenting instructional goals and policies effectively to students
3- Presenting the needs and concerns of teachers and students to other administrators
4- Allocating resources equitably and efficiently

Castruita (1982) found that competencies in personnel selection, teacher performance evaluation, staff motivation, problem solving techniques, positive climate development, knowledge of various curricular areas, decision making processes and techniques of open staff communications are very important for secondary school principals.
Cruz (1981) in her study examined the differences in perceptions between various educators regarding needed competencies for the position of principal. The result of the study emphasized the need of management competencies for principalship.

Walker (1990) has found the competency indicators in the skill areas of problem analysis, organizational ability, competence for oral and written communication, decisiveness, leadership, sensitivity, stress, tolerance, motivation and creativity.

Sandra, et al. (1991) has found that principals who are able to change the character of their schools gain reputation for efficiency. They are imbued with a sense of purpose and dedication to the realization of the goals of the school. In achieving these goals they are inspired by their personal beliefs and values. But they also believe in the importance of shared school ideology. Outstanding principals are also innovative and visionary (cited in Kalara, 1997).

According to a report on school reform written for U.S department of education, effective principals are the ones who tailor reforms to their school; keep their schools open to discovery; develop comprehensive educational plan for guiding reforms; arrange for extra training of staff to plan and carry out reform; have good relationship with the administration and profess values such as patience.

Mayhew (1974) found following critical skills for successful principal.

Peers skills: The ability to build a network of contacts with one's equals.

Leadership skills: The ability to motivate subordinates and cope with the complications of authority, power and dependence.

Conflict resolution skills: The ability to mediate conflicts, handle disturbance, work under psychological stress.

Information processing skills: The ability to builds networks, extract and validate information and to disseminate information effectively.

Skills in unstructured decision-making: The ability to redefine problems and solutions for which information and objectives are intriguing.
Resource allocation skills: The ability to decide on allocation, including the allocation of time.

Entrepreneurial skills: The ability to take sensible decisions and implement innovations.

Skills of introspection: The ability to understand the position of manager and its impact on the organization.

Campbell et al. reviewed several leadership studies and summarized a list of necessary traits and skills of successful educational leaders. The list includes:

1. Good health
2. Initiative
3. Cooperation
4. A sense of humor
5. Good discipline
6. Kindness and sympathy
7. Ability to make work interesting
8. Self respect
9. Self confidence
10. Character
11. Sincerity

(Cited in Boles, Davenport, 1975).

Karl Bigelow also found several competencies which are of prime importance for effective leadership.

1. Respect for personality
2. Rational behavior
3. Community mindedness
4. Skill in cooperation
5. Increasing knowledge
6. Skills in mediating knowledge
7. Friendliness
8. Understanding children


Bauck (1987) has compared two groups of principals. One a random sample of public and private middle school principals, and the other a sample of effective principals to analyze the individual and group variables which count for principal’s success. The findings are as follows:

Effective principals have very positive outlook of their work:
They experience higher job satisfaction;
They view problems as less insurmountable;
Effective principals are more teacher oriented;
Effective principal are more eager to use time efficiently by disregarding interfering matters;
Effective principals seek more parents and community participation.

Grace, et al. (1987) has also reported comparative studies of highly effective and moderately effective principals. The outstanding principals have following characteristics:

They develop and maintain a healthy climate to work and learn;
They emphasize good instruction;
They regard personal evaluation as an effective means of instructional improvement;
They seek mean to help their staff members grow professionally;
They communicate with staff members, students and community members;
They exercise honesty and straight forwardness in communication rather withholding information;
They know and accept their own strengths and limitations;
They recognize and reinforce others who do outstanding work;

Hoyle (1989) describes the competencies of effective principals in categories of three skills: human skills, technical skills and conceptual skills. He visualizes a high degree of democratization as an emerging feature and considers that efficient school superintendents will require a healthy measure of self-respect and respect for others; strong skill in persuasion and a good status with other community leaders. They would be required to practice integrity and honesty in their professional dealing. The author considers that with the increase in availability of technological support to education, the school superintendents will need a large repertoire of instructional strategies, uses of other technological innovations like microcomputer, interactive television and other innovations. Technical skills also include know-how on the process of learning, analysis of instructional process and their classroom application and research findings upon human cognition. The school superintendents would be required to deal large and
complex issues confronting technological and pluralistic society. Creativity in dealing with the day to day issues and vision to think of programs to transform ideas into action could really become an essential role in their profession.

Kellough (1990) in his study “Secondary School Principals’ Self Perceptions of their Responsibilities & Competencies for Instructional Supervision” investigate secondary school principals’ self perceived responsibilities and competencies in the area of instructional supervision, and thereby establish a baseline of knowledge for future decisions regarding the use of instructional supervision by principals as an aid to more effective teaching and learning. A three-page questionnaire based on a list on supervision tasks and guided by the literature on effective schools, instructional leadership, and instructional supervision was developed. The items were designed to assess responsibility for and competency in the area of instructional supervision. On the competency section of the questionnaire, predictor variables were

(a) Principal experience (b) Department head experience
(c) Teaching experience (d) Central office experience
(e) Curriculum supervision experience (f) Preparation to supervise
(g) School type (h) Number of teachers
(i) Degree, and (j) gender

The responses to the five research questions were based on appropriate procedures, including unpaired t-test, chi square, factor analysis, and multiple regression. Public school principals rated themselves higher than private school principals and participation in workshops appeared to be the best determinant of responsibility and competency in the area of instructional supervision.

Baker (1989) has conceptualized the role of principals into three general categories of technical, managerial and institutional. The author considers decision making as the key quality of the principal. Analyzing the roles that are generally to be performed by principals, he identifies these in a matrix termed POSDCORB. These are as planning, staffing, directing, coordinating, reporting and budgeting. Each of these major roles has further been detailed out into personal and professional characteristics required of the principal.
Satbir (1989) has categorized the roles and personal characteristics of the higher secondary school principals in categories like consultative, authoritative, administrative, and participative. These roles have been detailed out in functions expected of an effective school principal.

Chhay (1989) discusses the attributes of a successful principal as one who would develop human resources, conduct Parent Teacher Association (PTA) meetings, manage time table, provide staff development, inspire team spirit and look after the routine duties expected of the office.

Mukhopadhyay (1989) considers the main role of the principal as staff developer. Various strategies for staff development have been dwelt upon.

Khushidil (1984) in her doctoral study “The Mutual Role Expectation & Actual Role Perceptions of the Principals and Teachers” has identified roles of principals and sought rating over these roles. These roles are democratic, disciplinarian patronizing authoritarian, cooperative, critical, etc. The roles have been identified through seeking teacher opinion. The statistical analysis has been done by the use of Ogives, Median points etc.

Kalara (1997) found that there are three macro competency area required of principal of secondary schools. These are: institutional planning, diagnosis of activities in the functional situation and a human heart to deal kindly and graciously with the staff and students. An efficient principal proceeds by invoking staff for the best time utilization rather than by prescribing do’s and don’ts.

Mayer & Vanhoose (1981) identified thirty-seven skill areas requiring principals’ performance. These included twelve items about instructional leadership skills, fourteen items dealing with administrative service skills and eleven items on inter-personal relationship skills. Responses were collected from school teachers and their principals working in urban, semi-urban and rural schools. The respondents were required to check individual performance skills. Thereafter, mean differences between the respondents of schools by location were worked out and statistical tools for ascertaining the significance of difference of means were used. The research reveals widespread disagreement on what is done and what the principals should do. The teacher felt that demonstrating skills are
not visible in the principals; principals initiate a task but may not actually complete it; they inflate their performance before others; a common friction between superior and subordinate is created.

In a study conducted by Branscum (1980) on competencies of rural Oklahoma School Principals, the major findings indicated that the expectations of secondary school principals and those of board members, superintendents, and teachers are similar with respect to competency requirement in several areas. Both the principals and the teachers felt that principals should possess competencies in community relations, pupil personnel services, pupil control, and personnel services. The subjects felt that these are areas in which principals devote effective top priority efforts. Similarly, neither the principals nor the role partners felt that competencies in the areas of financial management or school plant operations and auxiliary services were highly important. The findings suggested both groups view the principalship as a position in which competencies in dealing with the human component of the school (community, teachers, students, and central office personnel), and with the improvement of the educational program, are ideally important.

As quoted by Harrison and Peterson (1988) Docn Busch and Scott evaluated principals' performance through a process-based approach. The evaluation included a four-stage process consisting of allocating tasks, setting evaluation criteria, sampling performance and assessing performance against the criteria. The researchers collected data from superintendents and the principals. The tools were developed in the form of rating scales on principals' performance. Responses were converted into weightage and rank orders. Correlational techniques were used for arriving at conclusions.

Hersey (1986) described twelve basic skills that prove vital for competent school head. They are: problem analysis, judgement, organizational ability, decisiveness, leadership, sensibility, stress tolerance, range of interests, personal motivation, educational values, speaking, and writing (cited in Bliss, et al. 1991).

As it is proved by above discussion that competence is a desired quality in job performance. In this study, it has not been assessed through discrete functions but has
been evaluated as a summation of set of behavioral pattern. As a person goes about living, working, interacting his/her overall competence is judged by him/her and others.

In Pakistan, research studies in the field of leadership competencies are very scarce. One study conducted by Siddiqui (1979) for his doctoral dissertation “An Evaluation of Leadership Styles, Traits and Competencies of Secondary School Heads” found that following competencies are desirable for secondary school heads in Pakistan.

1. Conversance with Pakistan movement and its ideological foundations;
2. Human relating skills;
3. Counseling techniques;
4. Creative and innovative faculties;
5. Observance of Islamic Sharia; and

A critical review of the research finding revealed that in general following competencies are important for effective leadership. These include:

1. Understanding of group problem solving and decision making;
2. Human relation skill;
3. Conflict resolution skill;
4. Community relation;
5. Communication skill;
6. Creativity and innovation;
7. Understanding the need of subordinates.

Present study is conducted to measure the competencies level of secondary school heads in Pakistan. Competency Assessment Scale is developed by keeping in view the results of above mentioned studies. But this study specifically follows the competency pattern developed by Charles R Allen. Job competence of school head is divided into six areas:

(a) **Morale:** Professing of the following values which is crucial for efficient management of school.

   (i) Commitment

   (ii) Cooperation
(iii) Punctuality
(iv) Patience
(v) Watchfulness
(vi) Integrity
(vii) Fairness

(b) Sense of judgement: Sense of judgement is necessary for situations requiring intervention. Three skills given below need to be exercised by an effective head:

Decision making skills: Pertain to a choice amongst alternatives. It implies ability for identifying a cut off point in making and implementing a right choice.

Conflict Resolution skills: Provide insight to heads in establishing and maintaining harmony.

Supervisory skills: Supervisory skills mean a head’s ability to plan, organize, evaluate, diagnose, remediate, and guide the institution in its macro level plans and staff in their day to day activities.

(c) Occupational Knowledge: Occupational knowledge implies the knowledge required of a head as an administrative, a financial manager, and an academic leader. The following skill areas pertaining to occupational knowledge have been identified:

Institutional Planning: Institutional-planning skill is a conscious process for deciding how to raise the level of the institution, so as to achieve institutional goals.

Information Seeking/Providing: This skill relates to head’s ability to identify the sources of information, seek authenticated information and appropriately provide it to the concerned teachers.

Staff Relations: Staff relations skill imply understanding temperament and potential of various personnel working with head; planning strategies of utilizing their talent and resource potential; providing professional leadership; exercising broad judgement; and setting up of high but attainable expectations of the staff.
Community Involvement: Community involvement skill is how to motivate and enthuse local community members and teachers for cooperative participation and availing of community resources.

(d) Technical knowledge: Head should have a high proficiency in matters of financial administration and record maintenance.

(e) Manipulative skills: Manipulation in a healthy sense is a critical skill involving interplay of skills in different areas, a sense of judgement, exercising of moral values together in a way that ultimately, it is the individual person with a competent professional behavior who acts appropriately to gradually raise his/her own institution.

In this study, it has not been assessed through discrete functions but has been evaluated as a summation of set of behavioral pattern. As a person goes about living, working, interacting his/her overall competence is judged by him/her and others.

One of our very firm conclusions is that leader of the enterprise is the person who is responsible for its effectiveness. So we discussed about effectiveness and its relationship with competencies in the next pages.

School Effectiveness

Effectiveness is both the apex and abyss in organization research. It is the apex because all theories of organization and administrative practices are ultimately aimed at identifying and producing effective performance. It is an abyss because no valid theories of organizational effectiveness exist and no list of criteria has ever been formulated that is either necessary or sufficient for evaluating the concept. Miskel & Hoy (1991) said that the importance of- and confusion about- defining and measuring organizational effectiveness are apparent for schools. We can say that school effectiveness is the degree to which school realizes its goals (Daft, 1995). Effectiveness is not one thing; hence one-dimensional is not adequate (Miskel & Hoy, 1991). Despite the fact that effectiveness is a complex phenomena one thing is very clear that effective schools are well understood and capable of being replicated.
According to Edmonds, five factors are responsible for the effectiveness of schools. These factors include: (a) style of leadership, (2) instructional emphasis, (3) school climate, (4) teacher expectations, and (5) emphasis on procedures for monitoring student achievement (Bliss, et al. 1991). Another point of view is that an effective school is one in which the condition are such that student achievement data show that all students evidence acceptable minimum mastery of those essential basic skills that are prerequisite to success at the next level of schooling.

Being a complex phenomenon, measurement of effectiveness is also a controversial issue. Different approaches have been used to measure effectiveness. None of them prove perfect and encompasses its all aspects. But there are two traditional approaches used commonly to measure effectiveness:

(i) Goal approach

(ii) System Resource approach

**Goal approach:**

The goal approach to effectiveness consists of identifying an organization’s output and assessing how well the organization has attained those goals (Etzioni’s, 1964). Goals provide direction and reduce uncertainty for organizational participants and present standards for assessment of organization. There are three sets of variables, which interplay in the planning, and organization of an educational institution. These are generally categorized as input variables, process variables and output variables. The output variables are in terms of goal achievement such as extent and quality of pupil’s achievements, retention rates etc.

Mann & Lawrence (1984) identified the input variables as:

- Administrative characteristics and behavior.
- School learning climate.
- Instructional emphasis,
- Pupil progress measurement.

An effective school is one where the input variables are carefully planned and interplayed through process variables.
System Resource approach:
The system resource model directs attention towards the more general capacity of the organization to procure assets. The resource system model, based on the open-system concept, places great values on the harmonious operations of the organization component (Miskel & Hoy, 1991).

Both the goal and system resource models share one crucial assumption namely “that it is possible, and desirable, to arrive at the single set of evaluative criteria, and thus at a single statement of organizational effectiveness” ((Miskel & Hoy, 1991). Mangla (cited in Kunwar, 2001) comes up following more effectiveness models.

The Legitimacy Model:

The legitimacy model suggests that a school is effective if it can survive as a result of engaging in legitimate or marketing activities.

The Ineffectiveness Model:

The ineffectiveness model assumes that it is easier to identify and agree on criteria of school ineffectiveness. The indicators of ineffectiveness may include existing conflicts, problems, difficulties, defects, weakness and poor performance.

The Organizational Learning Model:

The organizational learning model assumes that the impact of environmental changes and the existence of internal barriers to school functioning are inevitable and, therefore, a school is effective if it can learn how to make improvement and adaptation to its environment.

The Total Quality Management Model:

According to total quality management model, school is effective if it can involve and empower all its members in school functioning, conduct continuous improvement in different aspects of the school process, and the requirements, needs, and expectations of the school's external and internal powerful constituencies even in a changing environment. It is in fact, an integration of all effectiveness models.
Above discussion can be summarized that the influence of time on organization can be conceptualized with a continuum of success ranging from short-term, through intermediate, to long-term (Gibson, Ivancevich, & Donnelly, 1995). For schools, representative indicators of short-term effectiveness include student achievement, morale, job satisfaction, and loyalty. Criteria for intermediate success encompass adaptiveness and development of school organization and instructional programs, career advancement of the educators, and success of the former students. The long-term criterion is the survival of the organization (Miskel & Hoy, 1991).

Research on School Effectiveness

What makes a school good? What factors are responsible for making some school better than that of others. The study of school effectiveness started with an interest in school difference (Kydd, Crawford, & Riches, 2000).

Above mentioned questions became of prime importance in the USA and Europe in the 1960s and 70s. Researchers first identified the better school through studying the various process and school practices. In an article written by Ronald Edmonds entitled “Effective School for Poor Urban” the authors concludes with three declarative statements:

(a) We can, whenever and wherever we choose, successfully teach all children whose schooling is of interests to us;
(b) We already know more than we need to do that; and
(c) Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.

Two of the more notable effective school studies were done by James Coleman, Wilbur Brookover, and Lawrence Lezotte. The Equality of Educational Opportunity (EEO) study, known as the Coleman report, studied hundreds of U.S. elementary and secondary schools and was completed in 1966. The EEO analysis found that student characteristics, accounted for the difference in student aspiration and achievements. In other words, the factors like educators, accreditation agencies and school evaluators used to identify school and program quality were statistically unrelated to student achievements. This suggested that schools that had been identified as high achieving were
apparently successful because of the kinds of students they served, rather than the impact of their staff or other resources on the students. In support of Coleman's work, Christopher Jencks published "Inequality." This analysis called to light that not only was there less economic equality in the U.S in the 1960s than in previous decades, but that education was ineffective and had no bearing on equalizing the broad patterns of economics difference. The belief that schools were a force in establishing economics and social equality in American society was decisively challenged by these two studies. It appeared that schools were not working very well for the children who did not have reasonably affluent, educated, white parents.

These two studies were challenged by the second strand of effective school research. Brookover & Lawrence (1979) reasoned that if school achievement was supposedly a direct function of the socioeconomic status and racial characteristics of the student who attend a school, then one should expect schools with similar student bodies to have similar achievement results. Brookover chose to test Coleman's hypothesis by examining several all black, low socioeconomic status elementary schools in Detroit. He found that despite the characteristics of students and staff, eight of the schools studied had higher achievement test scores than other schools with comparable student bodies. Some of these school scores approached those of predominately white, middle class schools, indicating that schools could make a difference. They also identified eight items unique to effective schools.

1- **Clear school mission**

   Effective schools clearly identify and communicate a mission that reflects the educational priorities of the board, staff and community.

2- **Quality curriculum and instruction**

   A mission-driven curriculum is delivered through effective instructional delivery systems.

3- **Time on task**

   Classroom time was maximized by which students engaged in successful learning activities.
4- **Frequent monitoring of student progress**
Student progress toward identified outcomes is continually monitored.

5- **High expectations**
All students are expected to achieve the identified outcomes.

6- **Positive home-school relations**
Parents must work with teachers and staff to promote learning.

7- **Positive school environment**
An environment that is conducive to teaching and learning and free from physical harm is essential.

8- **Instructional leadership**
School leadership focuses on curriculum and instruction supporting teachers and providing students with quality educational progress.


Researchers investigating the characteristics of effective schools typically rely on such important student outcome data as test scores. Schools having students who perform significantly higher than the statistical average are compared with schools whose scores are within or below this average range. Effectiveness in schools were determined by pupil performance on standardized tests of reading and math skills.

Student achievement in basic skills is undoubtedly the most popular criterion for determining an effective school. One reason for its popularity is the ease with which one is able to define and measure school effectiveness. The achievement score as the sole criteria for judging is common. For example, virtually all the studies in the school effectiveness tradition employ this unidimensional criterion. Most theorists and participants in organizations view effectiveness as a multidimensional construct. By viewing school effectiveness as a unidimensional phenomenon, current research neglects
a number of interesting and important issues. For example, numerous constituencies view the purpose of schooling as broader than simple academic training. Citizenship training, development of self-esteem, independence training, and the development of self-discipline exist as important alternative goals. By focusing exclusively on academic achievement, much of the literature on school effectiveness has ignored the relationship between achieving effectiveness in academic outcomes and achieving effectiveness among these other dimensions. We urge more attention to the relationship between these various criteria, a process that would require the development of a multidimensional view of school effectiveness (Sergiovanni, 1991).

School measurement and evaluation experts, along with organizational sociologists, who specialize in studying effectiveness of other organizations, concentrate on many dimensions as they conduct their studies and make their calculations. School effectiveness researchers typically take a more limited view. But most experts agree that effectiveness is a multidimensional concept.

What follows is a synthesis of the most important criteria found to be associated with effective schools:

1. **Strong instructional leadership by higher authorities**

   The education authorities are vital in providing essential support for effective schooling, proper management of each school, and providing all the right conditions for improvement (Purkey & Smith, 1983).

   The higher authorities delegate responsibility to the school principal and staff manage their own affairs to suit the particular conditions within each school (Purkey & Smith, 1983). The higher authorities also take an interest by collecting and analyzing student results highlighting areas in the need of improvement.

2. **School head's leadership**

   Strong leadership on the part of school head plays a vital role in school effectiveness (Purkey & Smith, 1983). He/she provides a good balance between management and instructional skills, framing objectives, setting standards of
performance, creating a harmonious work environment, and motivating teachers (Phi Delta Kappa, 1980).

The school head’s strong leadership is reflected in his speeches and behavior, staff recruitment, student monitoring, expectations of staff and students, and allocation of resources for improvement.

3. **Staff involvement in running the school**

   In most of the schools, the decision making structure was firm but democratic. Though the head made the decisions, the staff was genuinely consulted over issues. Staff meetings were held regularly. The teachers were expected to take responsibility for class management and for raising academic achievement.

   It was found that in the absence of strong leadership and consultation with staff, power groups within staff developed, with the result that some teachers felt isolated, and much time was spend in power plays rather than planning for education of the pupils (Faruqi, 1996).

4. **Clear polices and shared values**

   Clear policies and practices played a significant part in making schools effective. Polices are set that enable the staff to strive for the achievement of given goals. For example, policies were laid down for dealing with low achieving students, parental involvement and easier communication between staff members.

   Successful schools seemed to have a well-defined mission and clearly stated goals, usually communicated through school schemes or staff manuals (Faruqi, 1996).

5. **A suitable and purpose- oriented curriculum**

   In effective schools, the curriculum is based on the fundamental objectives of the school. Curriculum planning is not just by the higher authorities. But is undertaken at district, school and classrooms levels. The teacher should have a say in curriculum planning. In good schools, teachers felt ownership of the curriculum. The content of the curriculum was appropriate to the needs of the
pupils, and teacher training followed its implementation. Everyone, staff, students and parents, knew the objectives of the curriculum (NYSDE).

6. Focus on instruction
Student achievement is higher in schools and classrooms where there is a clear focus on academic goals. Good schools emphasize the acquisition of basic skills as the primary objective (Weber, 1971; Edmonds, 1979), and resources and time are allocated for this purpose (Purkey & Smith, 1983). In better schools the head and staff members took the responsibility of pupils' acquisition of basic skills. The concept of accountability is more developed in such schools.

7. Order & discipline
In a good school there is orderliness about its functioning. The school is, according to Edmonds (1979), "orderly without being rigid, quite without being oppressive, and generally conducive to the instructional business at hand."
Rules are formulated, and the schools make sure that pupils, parents and staff are aware of them. Rules are applied fairly and consistently. In less effective schools, discipline was enforced more aggressively, including corporal punishment (Faruqi, 1996).

8. Praise & rewards
A good school gave more emphasis on rewards than punishment (Mortimore, et al. 1988). The school sets up systems of reward and praise for academic excellence. This reward system is extended to the staff members also. Extensive use was made of rewards for pupils making progress. Merit certificates were awarded to students regularly. Competition between pupils was encouraged. The teaching style was "relaxed but carefully structured" with reward and incentive systems (Faruqi, 1996).

9. Condition of the school buildings
In good schools, there were pleasant physical conditions for learning, with clean facilities, cheerfully decorated classrooms and hallways. The teachers and students
decorated the school with plants, posters and pictures as well as student work (Faruqi, 1996).

10. **High instruction time**
    In the effective schools, teachers spent most of their time in teaching and learning, and little time in routine matters (Mortimore, et al. 1987). Students were found devoting most of their time to academic matters. In less effective schools, since teachers blame the pupils' home background for their weakness, they tended to spend less time in instruction.

11. **Clearly guided and structured lessons**
    In better schools, lessons were structured with clear guidelines. Teachers followed lesson plans, giving clear verbal instruction to students, and checked their work regularly (Mortimore, et al. 1987).

12. **Creative and challenging teaching**
    Progress is the greatest in those schools where the teaching was stimulating and challenging, when teachers used more high order questions, when they encouraged pupils to use their imagination and problem solving skills (Mortimore, et al. 1987).

    Teachers in the weaker schools spent much more time on rote learning, or copying work from the blackboard or from books, and formal lessons (Faruqi, 1996).

13. **Teacher training and development**
    Many studies under-taken in the Third World have pointed out the positive results when teachers are given in-service training.

    This staff development should be suited to the school goals and teacher's needs (Purkey & Smith, 1983).

    It can be concluded from above discussion that effective schools have some indicators that significantly differentiate them from ineffective schools.
School Effectiveness Measuring Questionnaire (SEMQ) is developed which is used in present study to measure school effectiveness by using the following indicators of school effectiveness.

**Physical facilities:**
Physical facilities included properly ventilated building, enough availability of space for students, availability of fresh water in school, fully equipped laborites and playground.

**Climate:**
Provision of conducive learning environment for students. School having good climate applies strategies to promote trust, respect, and discipline among student and staff.

**Leadership:**
The overall level of ability of school head as he/she performs school centered tasks.

**Competent staff:**
Recognizes and promote the establishment of a suitable learning environment in the classrooms.

**Time:**
The extent to which school has successfully accomplishes some specified tasks and goals.

**Common Issues in Competence and Effectiveness**

Renolds and Packer (1992) argued that studies of school effectiveness in the 1990s’ would become studies of school management. Montgomery and Leithwood, et al. (1986) found effective school leader is a problem solver rather than good administrators. Similarly, effective schools are seen as learning school (Barth, 1990). The link that has been made explicitly is that effective schools are well-managed schools, and well-managed schools have competent managers. But it is very surprising that there have been few links made between school effectiveness and management competence. It is self evident that poor management will lead to a school being less effective than it might be. One of the first similarities to explore is the fact that effectiveness and competence is both often refer to as movements.
But the most compelling evidence relating the principal’s role to student success is that provided by Andrew (1987). His research illustrates dramatically how student achievement score correlate directly with principal influence. Effective principals had students from all socioeconomic levels achieving at relatively high rates, with the converse true for ineffective ones. When effective principals took over schools with poor student achievement patterns, there was a dramatic increase in student scores. When ineffective principals were assigned to the effective or better achieving schools, student achievement profiles declined (cited in Orlich, 1989).

McCourtain, (1988) in his E.D.D dissertations “Elementary School Principal Competencies and School Effectiveness: Instructional Staff Perceptions” disclosed important similarities between effective schools that pertain to the competency level of the principal. This research suggests that schools do matter and can make a difference in student achievement if the school principal is perceived by the staff as being highly competent. The purpose of this study was to explore the relationship between elementary school effectiveness as perceived by their instructional staff. The focus of the research was on the importance of the professional competencies of the school principal as perceived by the school site instructional staff. The study explored the relationships between five major categories of effective schools and eight major categories of principal competencies. We know by practice and research that some schools are more effective than others. This study examined the less effective schools to determine what competencies exert the most influence in determining school success. This study found that in schools where teachers perceived their principal to be extremely competent, their school was also rated to be highly effective. In schools that were rated to be effective by the teachers, the two most important competencies were the ability to establish a positive school climate and professional accountability. The conclusions of the study indicate that the more competent the principal, the more effective the school. The study further concludes that in more successful schools, the principal had higher levels of communication skills to help in demonstrating his/her competency levels with teachers, students and community.

Recent educational research supports the general consensus that effective leadership competencies of school head results in effective schooling.
A Ph.D. study conducted by Garvin (1984) "An Analysis of Ohio Superintendents Perceptions of Middle Level School Principals Leadership Competencies" was also an effort to explore the relationship between school effectiveness and head competencies. Because of the superintendent's unique leadership role in the school districts and his/her responsibility for assessing the performance of principals, superintendents' perceptions were selected as the basis for this study. The survey instrument was designed around four basic areas of responsibility: curriculum and instruction; school community relations; staff development and student personnel.

Superintendents ranked staff development as the most important of the four areas of responsibility, followed by curriculum and instruction, and student personnel. School community relations' competencies were ranked least important. Lempesis (1984) his Ed. D. study "to identify the competencies that experts agree are important for effective department leaders in secondary schools". Surveyed principals of the 144 "effective secondary school" selected in 1984 by the President's Commission on Education. The principals were presented a list of 32 department leaders competencies extracted from the literature. As each principal considered the 32 competencies, he was asked to judge their importance in terms of how necessary each competency was to an effective department leader.

The principals recorded the amount of importance by using a one- to- five importance scale. When the principal had reported their opinions of the competencies relative to importance, the investigator computed the modal response for importance on each competency. The modal response of the 32 competencies were indicated on the original survey instrument and returned to each principal. The principals were asked to reconsider their position relative to importance in the light of the modal response of the other respondents. If the individual principal's response was different, he was asked to give a brief statement of rationale. Once the investigator had received the result of this second survey, with the accompanying remarks, the instrument was reconstructed for a third survey. Next the third instrument was sent to the principals to solicit their opinions. The study found that management competencies have positive correlation with school effectiveness.
Franklin (1994) in his doctoral study “The Relationship between Independent School Headmaster’s Competency Factor and Faculty Perceptions of School Effectiveness Factors” explore the relationship between head’s management competencies and school effectiveness. Focus of the research centered around three questions.

1. What is the relationship between faculty perceptions and headmaster perceptions of school effectiveness?
2. What is the relationship between school effectiveness sub-section and competencies of school head?
3. What is the relationship between faculty perception and head perception of competency items?

From the result of this study, it appears that a strong relationship existed between school effectiveness factors and management competencies. Seventeen significant differences were found among a total of 88 comparisons. In brief, the faculty was in tune with most headmaster perceptions- they did communicate with each other.

From a comparative sense, four significant differences were obtained in responding to research question 1. and nine significant differences in answering research question 3. The respective percentages of significant findings favored question 3 (19 percent) compared to answering 1 (11 percent).

The faculty responses to question 2 were in agreement in only 20 percent of the comparisons because four out of five contrasts were significant. It was apparent that the faculty viewed School Effectiveness quite differently from Principal Competency. They are two different aspects of the school operations.

The result of answering research questions 1 and 3 indicated that these samples of faculty and headmasters tended to perceive the functions measured much more alike than different. In short, there was a close liaison between the faculty and the headmaster’s perceptions. The faculty responses to research question 2, however, revealed dissonant perceptions between School Effectiveness (Leadership, Instructional Personnel, School Environment, and Programs) and Principal Competency (Instructional Mission and Goal Setting) mean scores.
The call for strong instructional leadership has international tone. In 1986, the governor of Arkansas, Bill Clinton, wrote that stronger leadership is required and the principal is the key to school improvement. Governor Clinton was not speaking alone, but was endorsing the charge of the National Governors’ Association. Thus the political climate is supportive of administrative development with an implied result: more effective schools.

Mortimore and Sammons (1987) reported that in the U.K, the first of twelve key factors for an effective school is purposeful leadership exhibited by the principal. Effective principals exert influence, not control, over their respective staff. The second finding was that assistant principals play a major role in a school’s effectiveness. These two findings strongly support the need for administrative staff training (cited in Orlich, 1989).

Principal plays a key role in school effectiveness. So principals need comprehensive pre-service and in-service training to meet their job requirements.

In-service Training for School Heads

The educational enterprise is a helping profession. People who are leading or teaching in elementary or secondary schools tend to do so for altruistic reasons. Regardless of the adequacy of one’s pre-service or university preparation, no one in the teaching—from Kindergarten teachers to graduate faculty in universities—will ever be adequately prepared at an entry level to remain current for an entire career. In fact, pre-service training, regardless its length or intensity, may not even be adequate to prepare educational administrators for a successful first year without some in-service education (Orlich, 1989).

The concept of in-service education developed over a century ago. Since the advent of public education in the United States, administrators have seen the need for additional training for their staff. Many teachers in the mid 1880s were not prepared to be teachers, but were simply recruited for classroom service as greater numbers of children entered the schools. This condition resulted from a commitment to universal elementary education. Much of the in-service training at the time consisted of short two or three-day
courses in teacher education institutes, evening work sessions, and various courses to remedy school personnel deficiency. Until the 1930s, in-service education was basically remedial in nature. However, the classic eight-year study, which began in 1933, was a time of major change.

Tyler (1971) recalled that this period was one of unusual excitement because transition has made from remedial to creative in service education. This era also gave rise to the popular workshop format used so extensively for in-service projects. The in-service projects became more oriented toward personal and curriculum development rather than simple remediation (cited in Orlich, 1989).

The main purpose of in-service training projects and staff development programs became to enhance human potential so that every person can achieve a higher standards of attainment, success, or excellence than would other wise be possible.

There are now various terms to describe the concept of in-service education. Those commonly used are professional development, in-service training, professional growth, staff development, and in-service education. Each of these seems to be used with the same frequency in the literature, with the term chosen more as a matter of author preference than for any significant difference in meaning. Yet the need for a standard definition and description of in-service education is critical for policy makers. A rather detail analysis of about 2,000 documents relating to in-service education was carried out by Nicholson and associates (1976) His group had a difficult time in determining both a definition for in-service and a common descriptor for it. Showing a sense of humor, the team prepared a grid by which one could invent one, own descriptor. Simply mix or match any three terms from columns A, B, or C:

Descriptors for in-service-generate your own term

<table>
<thead>
<tr>
<th>A</th>
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<td>Continuing</td>
<td>Staff</td>
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<td>Continued</td>
<td>Professional</td>
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</table>
During the period between 1957 and 1987, virtually every major publication in the field of staff development provided some definition of the term (Orlich, 1989). Several authors in several ways have defined the modern concept of in-service education. Goyal (1991) considers in-service education and training as those activities engaged in by school practitioners following their initial training with a view to improve their professional knowledge, skills and attitudes in order that children could be educated more effectively.

In-service education and training of teachers commonly abbreviated, as INSET is conveniently as; those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional knowledge, skills and attitudes in order that they can educate children effectively (Khan, 1992).

The ideal definition of in-service education contains at least the following four elements:

1. Orientation of training.
2. Clientele to be served.
3. Agency affected.
4. Financing of the program.

The most comprehensive definition of in-service education is,

“In-service education denotes programs or activities that are based on identified needs; that are collaboratively planned and design for a specific group of individuals in the school; that have a very specific set of learning objectives and activities; and that are designed to extend, add, or improve immediate job oriented skills, competencies, or knowledge with the employer paying the cost” (Orlich, 1989).

Dramatic changes have occurred in our society over the last ten years, and they in turn have created a new set of competencies that principals need to acquire. A great many principals were trained and educated before the emergence of such trends as cultural pluralism, community involvement, special education, student rights, information technology, and collective bargaining.

These trends, of course, are by no mean the end but rather just beginning of even more dramatic changes taking place at an accelerated pace. Governments in various
countries have been emphasizing INSET to meet this on going challenge in staff development.

1. They believe that educational practice needs to be more closely linked to national and local needs.

2. Teachers, like other adults, need continuing education to keep abreast of changes in modern society.

3. There is a growing concern in some countries about the career development and quality of teaching of those who have had less education and training than current recruits of teaching.

4. Wide recognition that the structures and practices (regarding teacher education) which have developed historically may not be the most appropriate for the twenty first century (Khan, 1992).

Effective staff development for principals can be enhanced if the development programs are; Systematic, concrete, and relevant to the principal’s job, including not only what the job is but also what the job should be:

1. Ongoing and personalized

2. Flexible and adaptable to change as the need arises.

3. Carried out when the participant is not fatigued because of work.

4. An integral part of the school policies and supported by adequate funds (Rebore, 1998).

All administrators wonder from time to time about how they will be able to continue meeting the multiple challenges of their job, but school principal are particularly vulnerable because they are on the front line.

Two types of programming can meet the needs of principals. The first is the traditional vehicle, which includes workshops, conferences, and seminars that usually focus on a single topic and attempt to transmit a given body of information on such issues as new legislation or drug abuse. Second is a more personalized approach to staff development for principals. This second type of program emphasizes acquiring skills that either help principals with job or enhance their personal development.
There are many resources to which principals can turn for help in improving their own effectiveness. Principal can participate in small, informal, non-structured, semi-private group sessions which, in many cases, prove to be a most effective technique for motivating for professional growth. Other media for the in-service growth of school principals include: action research on problems in their own school; public speaking; consulting with teachers and other administrators; participating in cultural activities; teaching in summer sessions and evening programs of colleges and universities; enrolling in college courses; and pursuing independent reading of professional materials (Keith & Schneider, 1963).

Some institutions preparing principals have another type of on the job-training program involving a part time apprenticeship in the field. The institutions arrange with several school systems in their service areas for special programs designed to train administrative candidates. After being assigned to principals or other administrators who have been carefully selected, the candidates work on administrative problems in their own school systems.

In addition there are at least ten movements and trends that require renewed and massive local initiatives for staff development:

1. **Focus on the effective schools movement**
2. **School-based staff development**
3. **Locally negotiated agreements relating to in-service education**
4. **Increased state requirements for renewal or school head credential**
5. **Restructuring of the concept of the school**
6. **Renewed emphasis on instructional processes**
7. **Growth of professional organizations which focus on in-service issues**
8. **Emergence of the microcomputer as an instructional tool**
9. **National debates about teacher preparatory programs**
10. **Tendency to use staff development as a mean of enhancing school head compensation.**
Collectively, these issues are creating staff development as an emergent cause that will definitely reach new heights in the last decade of the twentieth century (Orlich, 1989).

Dale (1985) developed a major planning document that deals with the essential requirements of staff development. He differentiate between in-service training and staff development by saying that in-service training is oriented toward immediate training objectives, while staff development implies persistent and personally significant activities. In essence staff development subsumes in-service projects and also addresses the larger issue of developing organizational problem solving capacities and leadership skills (cited in orlich, 1989).

**Six Function of a Staff-Development Program**

**In-service education**

In-service education includes improving skills, implementing curricula or instructional procedures, expanding knowledge of subject matter, instructional planning and organizing, and increasing personal effectiveness.

**Organizational development**

Organizational development involves improvement of the building, solving the problems of the staff, providing conducive learning environment and increasing communication among staff.

**Consultation**

Conducting workshops, clinics, special projects, assisting with building staff development planning, and evaluation of these projects.

**Communication and coordination of resources**

It involves assisting with inter-building communication, organizing and providing information regarding resources, assisting with communication between administration and staff, and providing central coordinating service and coordination of efforts.
Leadership training

Providing suggestions for new curricula, instructional approaches, and communications about innovative approaches.

Evaluation

Evaluating or arranging for the evaluation of staff development effort and organizing for systemic feedback.

To use this model, planner can prepare staff development plans describing sets of options and process similar to Dale’s model. This model incorporates well-conceived strategies for enhancing the long-term human development of organization.

Many studies concerning the ever-changing role of the school principal have been conducted over the last fifteen years. Jackson (1971) synthesized two perspectives from which in-service education may be viewed: the deficit view and the growth approach. These perspectives are not mere semantic exercises; they establish the underlying vision of staff developers. Jackson argued eloquently that, from the receiver’s frame of reference, the deficit view is negative and damaging. If staff developers and administrators (planners) imply that the in-service project is to fix some intellectual or technical defect, then those participating in the training project are viewed as unprepared or incompetent. Jackson also observed that the typical defect-oriented project is arbitrarily assigned; it emphasizes the simple or behavioral aspects of teaching, stresses fast-acting tricks, uses prescriptive techniques, and usually stresses the latest educational fads (cited in Orlich, 1989).

Closely allied with Jackson’s growth approach is Knowles’s (1984) concept of andragogy. Knowles emphasized that adult learners are, in fact, different in degree and kind from young learners. He assumed that adults have a great degree of self-directedness, have experiences that form knowledge base, and learn by problem solving. The important implications of this concept for staff development are:

1. Adults enjoy planning and conducting their own learning experiences.
2. Experiences are key to self-actualization.
3. The best learning takes place when the need to know coincides with training.
4. Adults need opportunities to apply what they have learned.

5. Adults need some independently structured options (cited in Orlich, 1989).

In a study of field training experiences for elementary administrators, Baily (cited in Keith & Schneider, 1963) concluded that: training should be based on a two-semester field program. A two-semester field work requirement would enable the student to achieve a stronger over-all appreciation of the role of elementary administrators in the field, research students and authorities in the literature indicate that the training program, in order to be effective, should cover a considerable period of time.

According to a survey of Texas school administrators, sponsored by the southwestern cooperative program of education administration at the University of Texas, the five means of in-service education in order of frequency of use were:

(1) Reading in professional journals;
(2) Actively working in community service clubs;
(3) Participating in regional schoolmen's clubs;
(4) Attending short conferences sponsored by state department of education; and
(5) Reading printed accounts of successful ways in which a problem has been met.

In contrast to these five means used for in-service improvements, the same superintendents indicated that the most valuable means of in-service growth were:

(1) Attending summer workshops on college campuses;
(2) Visiting other school systems;
(3) Forming self-study committees composed of local faculty members;
(4) Applying evaluative instruments in their own systems; and
(5) Conducting research in their own systems (Keith & Schneider, 1966).

Robert et al. (1987) reported an in-service training program for principals that have produced positive results. This program provides training in five stages:

(1) Vision building
(2) School climate and culture
(3) Curriculum implementation
(4) Improvement of instruction, and
Whereas the content and process of in-service education would be built around effective classroom organization, the education of principals would require a focus for the planning, organizing and implementation of the school education policies at the institutional level. Goyal explains in-service education as developing competence to meet the needs of the children through meeting the needs of teachers. The goal is to develop ability to perform the expected roles efficiently.

Potoczak (1990) explored in her Ph.D study that the administration of secondary schools has grown into a complex business, requiring skills and competencies not usually covered by traditional pre-service training. Social change leads to educational change and nature of educational change requires role changes. So she emphasized the need of in-service training for secondary school heads.

According to Snyder and Drummond (1988) there is a six-stage process for acquiring a competency. The sequential steps are:

Competency recognition:

Understanding of why the competency works:

Self-assessment of one's competency level:

Experimentation with the new behaviors that are consistent with the competency:

Practice in using these; and

Application of these to the job.
Offerle (1988) in her study "Competency Acquisition of Principal Interns" said that attending in-service training courses is a more viable for competency acquisition than other identified methods.

Harrison (1993) identified knowledge competencies and skills that play important role in principal effectiveness. Knowledge competencies identified as critical to effective principal program included personnel and staffing; effective teaching practices; supervision of teachers; human relation; school community relation and ethics. Skills identified as critical included: leadership; community relations; motivation of students; parents and staff; communication; judgement; stress tolerance; time management and problem identification, analysis and solving. Rakhshani (1980) stress the training needs of secondary heads and found that in-service training have positive correlation with effective
school leadership. Ronald and Reboc (1998) after giving questionnaire to principals and educational administrators to felt their training needs, presented a list of competencies. These competencies are: personnel management, techniques of administrative leadership, self-awareness, human relations abilities, instructional leadership, legal processes related to schools, school community relationship and political and cultural awareness.

After above discussion it can be concluded that the training given to administrators in the past is not adequate for school heads. To meet the challenges of rapidly changing responsibilities of school head educational programs for the preparation of school heads have assumed promising directions as the job has grown from a head-teacher situation into a recognized school community leadership. Recognition of the importance of the principalship as a position of educational statesmanship has prompted a change in emphasis in preparatory programs from job related behavior, since a large part of principal's work in the area of human relations.

According to the report of the Government of Pakistan, Ministry of Education, the arrangements for in-service training and continuing education in Pakistan are unsystematic, inadequate and mostly with out incentives. Pakistan is faced with multifarious problems in the area of in-service training for school heads. Frequently encountered problems are financial constraints, poor motivation of participants, lack of financial incentives for the trainees.

In Pakistan directorate of staff developments (DSD) presently University of Education arranges short training courses for school heads but these courses are inadequate to full fill our present needs. There must be at least one professional training program of longer duration available for school heads. It should be field base and can be done without disturbing school work.

The above discussion leads to the need for designing in-service education and training programs for principal in a way to functionalize the school. One of the objectives of this study is also to design an in-service training program for secondary school heads.
Problems of in-service training for school heads in Pakistan

Some of frequently reported obstacles in the way of in-service training of the school heads are stated as follows:

Poor professional attitudes: Various research studies reported that one of the major obstacles to in-service growth of school head is their lack of professional enthusiasm. Lack of intellectual curiosity, lack of vision, satisfaction with the status quo, indifference, inertia, suspiciousness and poor professional ethics limit the professional growth of many school heads.

Lack of financial incentives and security: Lack of financial inducement for extra training and low general salary levels handicap the development of the in-service program.

Distance and lack of available opportunities: Excessive distance to extension classes, conferences and other in-service activities and the limited availability of organized in-service program particularly for rural heads present additional handicaps.

Financing: Shortage or lack of funds for the traveling of trainees and other expenditure in connection with the in-service program create serious hurdle for the trainees as well as for the training institutions.

Personal factors of heads: Some time personal problems of the heads create hindrance in their professional growth. Female heads especially face this problem. Because being a female it is very difficult for them to join classes far from their home.
CHAPTER III

Research Design & Procedure

The purpose of this study was to explore relationship between the management competencies of school heads and school effectiveness, and designing of an in-service training program for school heads in Pakistan.

The variables of this study were:

1) Management competencies of school heads.
2) Gender of school heads.
3) Location of the schools: rural or urban.
4) Professional qualification.
5) Management courses attended during service.
6) Management experience, and
7) School effectiveness.

Competency level of school heads is identified through perception of their subordinate teachers and the relationship between management competencies and effectiveness was confirmed through null hypotheses.

Null Hypotheses

1. There is no significant relationship between school heads' overall management competencies and school effectiveness.
2. There is no significant relationship between school heads' technical knowledge and school effectiveness.
3. There is no significant relationship between school heads' morale and school effectiveness.
4. There is no significant relationship between school heads' judgement and school effectiveness.

5. There is no significant relationship between school heads' occupational knowledge and school effectiveness.

6. There is no significant relationship between school heads' manipulative skills and school effectiveness.

7. There is no significant difference between gender of school heads' and management competencies of school heads.

8. There is no significant difference between location of schools and management competencies of school heads.

9. There is no significant relationship between school heads' professional qualification and management competencies of school heads.

10. There is no significant relationship between management courses attended by heads' and management competencies of school heads.

11. There is no significant relationship between management experience of school heads' and management competencies of school heads.

12. There is no significant difference between school heads' gender and school effectiveness.

13. There is no significant difference between location of schools and school effectiveness.

14. There is no significant relationship between professional qualification of school heads' and school effectiveness.
15. There is no significant relationship between management courses attended by school heads' and school effectiveness.

16. There is no significant relationship between school heads' management experience and school effectiveness.

17. There is no significant relationship between school effectiveness and linear combination of heads' (i) gender (ii) location of schools (iii) professional qualification (iv) management courses attended and (v) management experience.

18. There is no significant relationship between school heads' management competencies and linear combination of their (i) gender (ii) location of schools (iii) professional qualification (iv) management courses attended and (v) management experience.

19. There is no significant relationship between school effectiveness and linear combination of school heads' (i) gender (ii) location of schools (iii) professional qualification (iv) management courses attended (v) management experience and (vi) management competencies.

20. There is no significant difference between school heads self-perception and teacher's perception about their management competencies.

Sources of Data
Following were the main sources of the data used in this study:

1- Headmasters and headmistresses of high schools

2- Teachers working under these heads

The responses of the sampled persons were critically analyzed and are presented in Chapter IV.
Sample of the Study

Target population of the study included all secondary school heads and their respective school teachers working in year 2001 in the province of Punjab. There were 4430 high schools (male & female) and 96086 teachers’ (male & female) working in the province of Punjab in the year 2001. In order to obtain representative sample, an accurate, complete and up-to-date list of the school was procured from EMIS (Educational Management Information System, 2001). Sample was drawn by applying stratified random sampling techniques. For maximum representation, following strata were kept in view:

a- Male and Female
b- Rural and Urban

A sample of 250 school heads was selected by stratified random sampling from 35 districts of Punjab. One thousand teachers working under these heads were also selected for the purpose of the study. Out of these 220 heads (male & female) and 900 their respective teachers (male & female) responded.

Rationale for the Sample

Sample size for this study comprised of 250 school heads and 1000 teachers. Four teachers from each sampled school were selected to perceive management competencies of school heads. This sample was estimated sufficient to achieve statistical power. According to Fraenkel & Wallen (1993) a sample with a minimum of 100 is essential for descriptive studies. Seymour Sudman suggests that for survey research there may be at least 100 subjects in each major sub-group and 20 to 50 in each minor group whose responses are to be analyzed (cited in Borg & Gall, 1989). Sample of this study met the above mentioned criteria.

Instrumentation

In order to collect data, two measuring instruments were developed after reviewing the related literature and previous related researches. Description of each questionnaire is given below.
Head Competencies Assessment Scale (HCAS)

In the present set up of educational system, several policy decisions have been recommended for the management of secondary education. Since human resource development is the long term objective. School heads are expected to take care of the resources available with their institutions; optimize their use by taking care of the planning and process variables. In this endeavor, they need to exercise control mechanism; establish linkages with the community; be conscious of the developmental and welfare needs of teachers and pupils and administer financial aspects. So they should possess some specific management competencies. This study specifically follows the competencies pattern developed by Charles A. Allen (cited in Kalara, 1997). Competency is a degree of quality of professional behavior, which is demonstrated when school head performs specific roles in addition to general administration of schools under their control.

Roles refer to a pattern of expected behavior associated with the rights and duties of a designation. A role is a set of behavior pattern. It takes into account the totality of activities expected to perform by a professional in the context of his/her duties.

Five management roles were identified which were demonstrated behaviors of aforementioned competencies.

Institutional management: It includes

Preparation of institutional plan
Implementation of institutional plan
Evaluation of institutional plan

Exercising administrative control: It comprises of

Use of administrative powers
Academic leadership in school and classroom context
Planning, organizing and evaluating instructional and co-curricular activities

Fostering human relationship: It consists of

Staff development activities
Staff welfare activities
Seeking community cooperation and participation

Financial management: It has
Planning of budget
Supervision of financial expenditure
Facilitating school audit and its follow up

Conceptual management: It includes
Problem analysis
Planning for relevant information flow in the organization
Planning for creative projects for teachers and students

147 activities were identified as derivatives of these roles. After second pilot testing 99 activities remained in the final questionnaire.

Head Competencies Assessment Scale for Teachers.
Head Competencies Assessment Scale for Heads.

(a) Head Competencies Assessment Scale for Teachers
It consisted of 99 items. These 99 items were constructed to measure the management competencies such as:

1- Technical knowledge
2- Morale
3- Judgement
4- Occupational knowledge
5- Manipulative skills

The distribution of 99 items with respect to their competencies was as follows:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical knowledge</td>
<td>01-13</td>
</tr>
<tr>
<td>Morale</td>
<td>14-49</td>
</tr>
<tr>
<td>Judgement</td>
<td>50-68</td>
</tr>
<tr>
<td>Occupational knowledge</td>
<td>69-90</td>
</tr>
<tr>
<td>Manipulative skills</td>
<td>91-99</td>
</tr>
</tbody>
</table>
(b) **Head Competencies Assessment Scale for Heads.**

This questionnaire consisted of two parts:

**Part-I** It has five items, which required the following information from school heads:

1. Name of the institution.
2. Date of joining of the present institution,
3. Experience as a school head.
4. Professional qualification.
5. Management courses attended

**Part II** It also included aforementioned 99 items.

In construction of HCAS, related literature about management competencies was examined by the researchers for fulfilling the requirement of this research study (Cruz, 1981; De Roche, 1987; Education Review Office New-Zealand, 2000; Franklin, 1994; Harries, 1992; Kalara, 1997; Lempesis, 1984; Literature produced by NASSP (National Association Of Secondary School Heads); Marie, 1995; Mccurrain, 1998; Orlich, 1989; Power, 1993; Tasmania Office Of Education, 2000; Vermont Department Of Education, 2000).

**School Effectiveness Measuring Questionnaire (SEMQ)**

This instrument is developed by keeping in view the following indicators of school effectiveness.

- Physical Facilities
- Climate
- Leadership
- Competent Staff
- Time
- Evaluation
Item 1 to 20 measured the physical facilities, climate, leadership, competent staff and time indicators of school effectiveness. While evaluation was measured by taking three years (1999 to 2001) results of SSC examination conducted by BISE (Boards of Intermediate & Secondary Education). By taking the mean of the three years results following range is used to assign unit values (integers 1 through 4) for each school.

- 60% to 70% = 1
- 70% to 80% = 2
- 80% to 90% = 3
- 90% to 100% = 4

In construction of SEMQ, related literature about school effectiveness was thoroughly examined (Beare, et al. 1989; DeRoche, 1987; Franklin, 1994; Hughes & Ubben, 1989; Kunwer, 2001; Reynold & Packer, 1992).

Reliability and Validity Checks of Measuring Instruments

Reliability check (HCAS)

First Pilot Run:

Heads Competency Assessment Scale was tried to a group of 60 secondary school teachers. Convenient sampling method was used to select the school for first pilot testing. The teachers were given questionnaire and requested to assign unit values (integers 1 to 5) for each item. Cronbach’s alpha was used to estimate the reliability of the questionnaire. The reliability coefficient was 0.8123. But respondents declared some statements ambiguous. So the questionnaire was restructured. The ambiguous items was either deleted or rephrased and second pilot testing was run.

Second Pilot Run: (HCAS)

One hundred and nineteen items were tried out in second pilot testing. Sixty teachers were selected by convenient sampling method for second pilot run. Cronbach’s alpha was used to estimate the reliability of the instrument.
Validity check

First Pilot Run: (HCAS)

Item validity by internal consistency procedure was performed on the data. The Pearson Correlation of each item with the total score on all items was found (Anastasi, 1990). Those items correlated positively with the total score were internally consistent and retained in the questionnaire (a coefficient of 0.50 is acceptable, Gay, 1997).

Second Pilot Run: (HCAS)

20 more items were eliminated, which showed low correlation to the total score from the final instrument.

School Effectiveness Measuring Questionnaire (SEMQ)

Researcher developed the questionnaire after reviewing literature on school effectiveness.

Validity Check

The draft of the instrument having 35 items was administered for rating on three point rating scale to judges (DEO, Dy DEO, and senior secondary school heads) to rate them according to their importance for school effectiveness. The number of respondents was 22. The three point rating scale was given numerical weightage as follows:

Absolutely essential = 3
Essential = 2
Not so essential = 1

The mean score for the items was computed which was 2.41. Items with scores more than mean scores were retained in questionnaire. 21 items were remained in the questionnaire, which have mean score of 2.41 and above.

Reliability Check

After validity check 21 items of SEMQ were tried out with group of same sixty teachers selected for second pilot testing of HCAS. The four point rating scale was given numerical weightage as follows:
Strongly agreed = 4
Agreed = 3
Disagreed = 2
Strongly disagreed = 1

Cronbach alpha was calculated to estimate the reliability of the instrument. The value of alpha was = 0.9682. All the items were internally consistent when internally consistent procedure for validity was run. Therefore all 21 items were retained in the final instrument.

Description of Data-Gathering

Data was collected in two ways:
1- Through mail
2- Through face to face contact

Some of the questionnaires were personally administered to the selected sample. Some of the questionnaires were mailed to far off districts. (List of the sampled school is placed as Appendix H to this report). Clear directions were given to the respondent for filling the questionnaire. Two covering letters, from Chairman Dissertation Committee were sent to the respondents along with the questionnaires. For collecting data from selected population eight months were spent, but despite effort 80% responded.

Research Design

The research design of this study was ex-post-facto. Because the variables of the research have already been manifested in educational setting. The researcher could not manipulate these variables.

Statistical Analysis

Nature of variables and scale

Likert scaling methodology was used to develop research instrument HCAS and SEMQ. HCAS was developed on five point rating scale valued from integers one to five.

scale:
Never (N) = 1
Rarely (R) = 2
Sometimes = 3
Frequently (F) = 4
Always (A) = 5

SEMQ was developed on four point rating scale 1 to 4. Data obtained were in the form of interval scale of measurement.

Scale:

Strongly Agree (SA) = 4
Agree (A) = 3
Disagree (D) = 2
Strongly Disagree (SD) = 1

Treatment of data

Pertinent data were collected, tabulated, and analyzed. The analysis and interpretation was integrated in tables which presented the data in detail, accompanied by paragraphs of discussion which pointed out important aspects of the data.

Statistical information was presented in the forms of sums, percentages, means and standard deviations. The null hypotheses stating relationship between two variables were tested through Pearson Product-Moment Correlation. It was the appropriate measure to describe relationship between two variables. This statistical technique, according to Anastasi (1990) and Borg and Gall (1989) has a smaller standard error than other Bivariate Correlational techniques. Multiple Linear Regression was used to depict relationship between more than two independent variables and dependent variable. Independent sample t-test was used to see the difference between two variables.

Statistical Significance

Statistical significance of the relationship between two variables was determined at 0.05 alpha level and relationship between multiple independent variables and dependent variable was determined at 0.01 alpha level.
CHAPTER IV

Analysis of Data

The problem of the study was to measure management competencies of school heads and establish their relationship with school effectiveness and designing of an in-service training programme for school heads. Being a leader of institution the school head is one of the important factor who played very vital role in school effectiveness. The emergent future now calls for school leaders to have competencies in variety of areas. The present study was designed to establish relationship between identified competencies (technical knowledge, morale, judgement, occupational knowledge and manipulative skills) with school effectiveness. This research also tried to study the affect of some personal and situational factors (gender of the head, location of the school, professional qualification of school heads, management courses attended by heads and management experience of school heads) on school effectiveness and heads management competencies. Two research instruments Head Competencies Assessment Scale (HCAS) and School Effectiveness Measuring Questionnaire (SEMQ) were developed. The data were collected from 250 school heads and 1000 teachers from the province of Punjab. The analysis of data are presented in five parts.

Participation rate of respondent is presented in part one. It included rate of response to the research instrument (HCAS & SEMQ) by the school heads and teachers. It also included frequency and percent of the respondent according to five demographic variables ((gender of the head, location of the school, professional qualification of school heads, management courses attended by heads and management experience of school heads). Data are presented in tables 1 to 7.

Part two comprised of the data obtained from teachers on SEMQ. This instrument was developed on four point rating scale (integers 1 to 4) to measure school effectiveness. Mean effectiveness score of four teachers from each sampled school was taken as effectiveness score of that particular school. School effectiveness scores with regard to demographic variables (gender of the head, location of the school, professional
qualification of school heads, management courses attended by heads and management experience of school heads) are presented in tables 8 to 12.

Part third consists of data obtained through HCAS. Four teachers from each sampled school were selected for rating their head's competencies on five point rating scale. Mean score of teachers on HCAS was taken as management competencies of school head (tables 13 to 17).

In part four comparisons between high effective and low effective schools on the basis of five management competencies (technical knowledge, morale, judgement, occupational knowledge and manipulative skills) are presented in tables (18 to 22).

Part five deals with testing of null hypothesis and includes data to ascertain the relationship (Correlation Coefficient). Strength (R-Squared), and percentage of common variance (Vco) of relationship if exists, at certain level of significance.
Part I

In part one, the response rate of school heads and teachers is presented (tables 1 to 7).

Table 1: Sample Size, No. of Questionnaires Returned, Usable Questionnaires and Percent of Usable from School Heads

<table>
<thead>
<tr>
<th>Designation</th>
<th>Sample Size</th>
<th>Total Return</th>
<th>Usable</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Head</td>
<td>250</td>
<td>220</td>
<td>200</td>
<td>80</td>
</tr>
</tbody>
</table>

Notes: Number asked to participate = 250, Number of schools participated = 220. Cases deleted due to missing = 30

The sample for this study comprised of 250 schools (male & female) and (rural & urban). Out of which 30 school heads did not respond at all. Nine school heads did not mention their three years matriculation results (1999 to 2001). Eleven questionnaires received from heads were incomplete. So the usable responses were received from 200 secondary school heads.

Table 2: Sample Size, No. of Questionnaires Returned, Usable Questionnaires and Percent of Usable from School Teachers

<table>
<thead>
<tr>
<th>Designation</th>
<th>Sample Size</th>
<th>Total Return</th>
<th>Usable</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Teachers</td>
<td>1000</td>
<td>900</td>
<td>800</td>
<td>80</td>
</tr>
</tbody>
</table>

Notes: Four teachers per school were selected to perceive the management competencies of their school heads and school effectiveness

Table 2 indicates that sample size of teachers for this study was 1000 teachers. Out of which 900 teachers responded. But the questionnaires of those teachers only were used whose heads responded and also provided three-year (1999 to 2001) results of their schools. No. of such teachers was 800.
Table 3: Distribution of School Heads by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>86</td>
<td>43</td>
</tr>
<tr>
<td>Male</td>
<td>114</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 shows that there were 86 usable questionnaires received from female institutions and 114 from male institutions. These were 43% and 57% of total usable questionnaires respectively.

Table 4: Distribution of School Heads by Location

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>108</td>
<td>54</td>
</tr>
<tr>
<td>Urban</td>
<td>92</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4, it can be observed that there were 108 usable questionnaires received from rural schools. This constituted 54% of total usable questionnaires. Further this table shows 92 usable questionnaires were received from urban schools, which was 46% of total usable questionnaires.
Table 5: Distribution of Schools Heads by Professional Qualification

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Ed</td>
<td>102</td>
<td>51.0</td>
</tr>
<tr>
<td>M. Ed</td>
<td>97</td>
<td>48.5</td>
</tr>
<tr>
<td>M. Phil</td>
<td>01</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5 indicates that 51 percent school heads had professional degree of B. Ed, 48.5 percent had M. Ed degree and 0.5 percent had professional degree of M. Phil.

Table 6: Distribution of Schools Heads by Management Courses Attended

<table>
<thead>
<tr>
<th>No. of Management Courses Attended</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>123</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>42</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6 indicates that 64 percent heads never attended any management course, 22 percent attended 1 management course, 12 percent attended 2 management courses, and 2 percent attended 3 management courses.
Table 7: Distribution of School Heads by Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3 Years</td>
<td>37</td>
<td>18.5</td>
</tr>
<tr>
<td>4 to 6 Years</td>
<td>62</td>
<td>31.0</td>
</tr>
<tr>
<td>7 to 9 Years</td>
<td>27</td>
<td>13.5</td>
</tr>
<tr>
<td>10 to 12 Years</td>
<td>35</td>
<td>17.5</td>
</tr>
<tr>
<td>More than 12 Years</td>
<td>39</td>
<td>19.5</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7 shows that 31 percent of school heads had 4 to 6 years management experience, 19.5 percent had more than 12 years. 18.5 percent had 1 to 3 years. 17.5 percent had 10 to 12 years and 13.5 percent had 7 to 9 years.
In part two the data obtained through demographic variables and SFMQ is presented in tables 8 to 12.

Table 8: Distribution of School Heads by Gender, Frequency, Percent and Standard Deviation of School Effectiveness

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Effectiveness Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>86</td>
<td>43</td>
<td>12.81</td>
<td>59.26</td>
</tr>
<tr>
<td>Male</td>
<td>114</td>
<td>57</td>
<td>15.24</td>
<td>56.28</td>
</tr>
</tbody>
</table>

Table 8 describes that mean effectiveness score of female was 59.26 and male was 56.28. It also indicates that mean effectiveness score of female school heads was slightly better than male.

Table 9: Distribution of School Heads by Location of Schools, Frequency, Percent and Standard Deviation of School Effectiveness

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Effectiveness Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>108</td>
<td>54</td>
<td>14.50</td>
<td>53.75</td>
</tr>
<tr>
<td>Urban</td>
<td>92</td>
<td>46</td>
<td>11.51</td>
<td>62.94</td>
</tr>
</tbody>
</table>

Table 9 indicates that mean effectiveness score of urban heads was 62.94 and rural heads was 53.75. Mean effectiveness score of urban school heads was greater than rural school heads.
Table 10: Distribution of School Heads by Professional Qualification, Frequency, Percent and Standard Deviation of School Effectiveness

<table>
<thead>
<tr>
<th>P. Qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Effectiveness Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Ed</td>
<td>102</td>
<td>51</td>
<td>14.43</td>
<td>53.62</td>
</tr>
<tr>
<td>M. Ed</td>
<td>97</td>
<td>48.5</td>
<td>11.74</td>
<td>62.37</td>
</tr>
<tr>
<td>M. Phil</td>
<td>1</td>
<td>0.5</td>
<td>-</td>
<td>77.00</td>
</tr>
</tbody>
</table>

It can be seen in table 10 that mean effectiveness score of school head who had professional qualification of M. Phil was 77.00, those who had professional qualification of M. Ed and B. Ed had 62.37 and 53.62 mean effectiveness score respectively. It can be noted from above table that heads having higher professional qualification had higher effectiveness score.

Table 11: Distribution of School Heads by Management Courses Attended. Frequency, Percent and Standard Deviation of School Effectiveness

<table>
<thead>
<tr>
<th>M. Courses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Effectiveness Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>128</td>
<td>64</td>
<td>13.47</td>
<td>53.81</td>
</tr>
<tr>
<td>1</td>
<td>44</td>
<td>22</td>
<td>12.67</td>
<td>65.10</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>12</td>
<td>8.86</td>
<td>66.75</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>2</td>
<td>7.60</td>
<td>70.50</td>
</tr>
</tbody>
</table>

Table 11 shows that mean effectiveness score of school heads who attended three management courses was 70.50, those who attended two courses was 66.75, those who
attended one course was 65.10 and those who never attended any course was 53.81. It is revealed from above table that heads attended three management courses had highest mean effectiveness score.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Effectiveness Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3 Years</td>
<td>37</td>
<td>18.5</td>
<td>13.97</td>
<td>48.04</td>
</tr>
<tr>
<td>4 to 6 Years</td>
<td>62</td>
<td>31.0</td>
<td>12.55</td>
<td>53.66</td>
</tr>
<tr>
<td>7 to 9 Years</td>
<td>27</td>
<td>13.5</td>
<td>12.34</td>
<td>62.36</td>
</tr>
<tr>
<td>10 to 12 Years</td>
<td>35</td>
<td>17.5</td>
<td>10.19</td>
<td>64.04</td>
</tr>
<tr>
<td>More than 12 Years</td>
<td>39</td>
<td>19.5</td>
<td>12.15</td>
<td>65.80</td>
</tr>
</tbody>
</table>

Table 12 points out that mean effectiveness score of school heads having management experience of more than 12 years was 65.80, having management experience 10 to 12 years was 64.04, having experience 7 to 9 was 62.36, having management experience 4 to 6 was 53.66, having management experience 1 to 3 was 48.04. So table 12 indicates that school heads having more experience had more mean effectiveness score than school heads having less experience.
Part III

In this part, the data obtained through demographic variables and HCAS is presented below (tables 13 to 17).

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Competencies Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>86</td>
<td>43</td>
<td>69.61</td>
<td>363.15</td>
</tr>
<tr>
<td>Male</td>
<td>114</td>
<td>57</td>
<td>67.92</td>
<td>359.80</td>
</tr>
</tbody>
</table>

It is evident from above-mentioned table that mean competencies score of female school heads was 363.15 and male school heads was 359.80.

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Competencies Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>108</td>
<td>54</td>
<td>69.94</td>
<td>337.63</td>
</tr>
<tr>
<td>Urban</td>
<td>92</td>
<td>46</td>
<td>55.41</td>
<td>388.96</td>
</tr>
</tbody>
</table>

Table 14 shows that mean competencies score of urban school heads was 388.96 and rural school heads was 337.63, which indicates that urban heads were more competent than rural heads.
Table 15: Distribution of School Heads by Professional Qualification, Frequency, Percent and Standard Deviation of School Heads Management Competencies

<table>
<thead>
<tr>
<th>P. Qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Competencies Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Ed</td>
<td>102</td>
<td>51.0</td>
<td>76.09</td>
<td>341.51</td>
</tr>
<tr>
<td>M. Ed</td>
<td>97</td>
<td>48.5</td>
<td>52.48</td>
<td>381.17</td>
</tr>
<tr>
<td>M. Phil</td>
<td>1</td>
<td>0.5</td>
<td></td>
<td>441.00</td>
</tr>
</tbody>
</table>

Table 15 points out that mean competencies score of school head having professional qualification M. Phil was 441.00, having M. Ed was 381.17 and having B. Ed was 341.51. School head having professional qualification of M. Phil had more mean competencies score as compared to those having professional qualification of M. Ed and B. Ed.

Table 16: Distribution of School Heads by Management Courses Attended, Frequency, Percent and Standard Deviation of School Heads Management Competencies

<table>
<thead>
<tr>
<th>M. Courses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Competencies Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>128</td>
<td>64</td>
<td>68.80</td>
<td>341.90</td>
</tr>
<tr>
<td>1</td>
<td>44</td>
<td>22</td>
<td>53.14</td>
<td>392.39</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>12</td>
<td>45.07</td>
<td>408.87</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>2</td>
<td>35.05</td>
<td>460.05</td>
</tr>
</tbody>
</table>

Table 16 indicates that mean competencies score of school heads who attended three management courses was 460.05, those who attended two courses was 408.87, those who
attended one course was 392.39, those who never attended any course was 341.90. This shows that mean competencies score of school heads who had attended three courses was greater than other three categories.

**Table 17: Distribution of School Heads by Management Experience, Frequency, Percent and Standard Deviation of School Heads Management Competencies**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
<th>Std. Deviation</th>
<th>Mean Competencies Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3 Years</td>
<td>37</td>
<td>18.5</td>
<td>72.44</td>
<td>316.95</td>
</tr>
<tr>
<td>4 to 6 Years</td>
<td>62</td>
<td>31.0</td>
<td>66.74</td>
<td>333.39</td>
</tr>
<tr>
<td>7 to 9 Years</td>
<td>27</td>
<td>13.5</td>
<td>52.58</td>
<td>380.72</td>
</tr>
<tr>
<td>10 to 12 Years</td>
<td>35</td>
<td>17.5</td>
<td>44.33</td>
<td>396.29</td>
</tr>
<tr>
<td>More than 12 Years</td>
<td>39</td>
<td>19.5</td>
<td>49.69</td>
<td>402.60</td>
</tr>
</tbody>
</table>

It is evident from table 17 that mean competencies score of school heads having experience more than 12 years was 402.60, 10 to 12 years was 396.29, 7 to 9 years was 380.72, 4 to 6 years was 333.39 and 1 to three years was 316.95. It can be concluded from above mentioned table that school heads having greater experience had greater mean competencies score.
Part IV

School effectiveness was measured by using SEMQ. On the basis of mean effectiveness score, schools were divided into two categories, high effective and low effective schools. The schools having effectiveness score more than 70 were considered high effective and schools having effectiveness score less than 70 were considered low effective. This criterion was selected after getting the opinion from educational experts and consultation from doctoral committee.

Table 18: Comparison between Low Effective and High effective School on the basis of Technical Knowledge by t-test

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>160</td>
<td>50.21</td>
<td>8.47</td>
<td>0.669</td>
<td>4.338</td>
<td>198</td>
<td>0.000</td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>56.34</td>
<td>5.67</td>
<td>0.897</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 18 indicates that there was a significant difference between high effective and low effective school on the basis of technical knowledge. The value of \( t = 4.338 > 1.96 \) (critical value) at 0.05 level of significance. The value of \( p 0.000 < 0.05 \). So it can be observed from above table that school heads who had more technical knowledge performed significantly better than others.
Table 19: Comparison between Low Effective and High effective School on the basis of Morale by t-test

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>160</td>
<td>130.52</td>
<td>26.41</td>
<td>2.08</td>
<td>5.599</td>
<td>198</td>
<td>0.000</td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>154.78</td>
<td>14.30</td>
<td>2.26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It can be observed from table 19 that there was a significant difference between high effective and low effective school on the basis of management competency morale. The value of $t = 5.599 > 1.96$ (critical value) at 0.05 level of significance. The value of $p < 0.05$. The heads of high effective school performed better on this competency as compared to the head of low effective school.

Table 20: Comparison between Low Effective and High effective School on the basis of Judgement by t-test

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>160</td>
<td>64.75</td>
<td>5.67</td>
<td>1.239</td>
<td>5.620</td>
<td>198</td>
<td>0.000</td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>79.20</td>
<td>8.49</td>
<td>1.343</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from table 20 that there was a significant difference between high effective and low effective school on the basis of judgement. The value of $t = 5.620 > 1.96$ (critical value) at 0.05 level of significance. The value of $p < 0.05$. So it can be concluded from above table that school heads who had more judgement performed significantly better than others.
Table 21: Comparison between Low Effective and High effective School on the basis of Occupational Knowledge by t-test

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>160</td>
<td>74.52</td>
<td>15.38</td>
<td>1.216</td>
<td></td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>88.80</td>
<td>10.40</td>
<td>1.645</td>
<td>5.556</td>
<td>198</td>
<td></td>
</tr>
</tbody>
</table>

Table 21 shows that there was a significant difference between high effective and low effective school on the basis of occupational knowledge. The value of $t = 5.556 > 1.96$ (critical value) at 0.05 level of significance. The value of $p 0.000 < 0.05$. So it can be observed from above table that school heads who had more occupational knowledge performed significantly better than others.

Table 22: Comparison between Low Effective and High effective School on the basis of Manipulative Skills by t-test

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>160</td>
<td>28.34</td>
<td>7.93</td>
<td>0.627</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>33.16</td>
<td>8.16</td>
<td>1.29</td>
<td>3.414</td>
<td>198</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Table 22 shows that there was a significant difference between high effective and low effective school on the basis of manipulative skills. The value of $t = 3.414 > 1.96$ (critical value) at 0.05 level of significance. The value of $p 0.001 < 0.05$. So it can be concluded from above table that school heads who had better manipulative skills performed significantly better than others.
Part V

Testing of Null Hypotheses

In order to establish relationship between management competencies of school heads such as technical knowledge, morale, judgment, occupational knowledge and manipulative skills and school effectiveness, 20 hypotheses were formulated.

Hypothesis no. 1 to 6 were formulated to establish relationship between management competencies of school heads and school effectiveness.

Hypotheses no. 7 and 8 were formulated to see difference between school heads management competencies and demographic variables such as location of the schools and gender of the heads.

Hypotheses no. 9, 10 and 11 were formulated to establish relationship between management competencies of school heads and demographic variables such as professional qualification, management courses attended by school heads and management experience.

Hypotheses no. 12 and 13 were formulated to see difference between school effectiveness and demographic variables such as location of the schools and gender of the heads.

Hypotheses no. 14, 15 and 16 were formulated to establish relationship between school effectiveness and demographic variables such as professional qualification, management courses attended by school heads and management experience.

Hypotheses no. 17 to 19 were formulated to see the combined effect of above-mentioned demographic variables with school effectiveness and school heads management competencies.

Hypothesis no. 20 was formulated to see the difference between heads' self-perceived and their respective teachers' perception about their management competencies.

The data of 200 schools were used to test the null hypotheses.
H₀: 1. *There is no significant relationship between school heads' overall management competencies and school effectiveness.*

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.597</td>
<td>0.195</td>
<td>0.357</td>
<td>35.7</td>
</tr>
</tbody>
</table>

Table 23 reveals that coefficient of correlation between school effectiveness and heads' management competencies was 0.597, which was significant at 0.05 alpha level. The value of R. square (0.357) further indicates that 35.7 percent the amount of variance (Vco) heads management competencies and school effectiveness have in common. It is further noted that value of r was greater than critical value (0.195). So the null hypothesis indicated no significant relationship between heads management competencies and school effectiveness was rejected.

H₀: 2. *There is no significant relationship between school heads' technical knowledge and school effectiveness.*

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.472</td>
<td>0.195</td>
<td>0.219</td>
<td>21.9</td>
</tr>
</tbody>
</table>

The coefficient of correlation valuing (0.472) between the technical knowledge and school effectiveness is shown in table 24. This value of correlation indicates that technical knowledge had positive correlation with school effectiveness, which was significant at 0.05 alpha level. The value of R. square (0.219) further indicates 21.9
percent the amount of variance (Vco). technical knowledge and school effectiveness had
in common.

So the null hypothesis was not consistent with calculated r obtained from the sample data
at 0.05 significant level. The value of correlation coefficient was 0.472. The decision was
to reject the null hypothesis basing on r = 0.472 is greater than the critical value (0.195).

H₀: 3. There is no significant relationship between school heads’ morale and school
effectiveness.

Table 25: Pearson Product-Moment Correlation, Critical Value, R-Squared
and Percent of Common Variance of Morale and School
Effectiveness

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.589</td>
<td>0.195</td>
<td>0.343</td>
<td>34.3</td>
</tr>
</tbody>
</table>

The calculated value of correlation coefficient (0.589) in above mentioned table reveals
positive significant relationship between morale and school effectiveness at the 0.05 level
of significance. The correlation was greater than the critical value as well. So the decision
was made to reject the null hypothesis.

H₀: 4. There is no significant relationship between school heads’ judgement and school
effectiveness.

Table 26: Pearson Product-Moment Correlation, Critical Value, R-Squared
and Percent of Common Variance of Judgement and School
Effectiveness

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.592</td>
<td>0.195</td>
<td>0.351</td>
<td>35.1</td>
</tr>
</tbody>
</table>
Table 26 shows positive significant relationship between judgement and school effectiveness score at 0.05 level of significance. The correlation (0.592) was greater than critical value (0.195). So the null hypothesis stating no significant relationship between judgement and school effectiveness was rejected.

\[H_0: 5. \text{There is no significant relationship between school heads' occupational knowledge and school effectiveness.}\]

**Table 27: Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance of Occupational Knowledge and School Effectiveness**

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.546</td>
<td>0.195</td>
<td>0.298</td>
<td>29.8</td>
</tr>
</tbody>
</table>

It is evident from table 27 that correlation coefficient valuing (0.546) between occupational knowledge and school effectiveness score was significant at 0.05 alpha level. This value of correlation indicates that occupational knowledge increase school effectiveness. The decision was to reject null hypothesis basing on \( r = 0.546 \) is greater than the critical value (0.195).

\[H_0: 6. \text{There is no significant relationship between school heads' manipulative skills and school effectiveness.}\]

**Table 28: Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance of Manipulative Skills and School Effectiveness**

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.540</td>
<td>0.195</td>
<td>0.202</td>
<td>20.2</td>
</tr>
</tbody>
</table>
From table 28 it can be observed that the correlation coefficient valuing \((0.540)\) between manipulative skills and school effectiveness showed significantly positive correlation at 0.05 level of significance. So the null hypothesis formulated for these two variables was rejected.

**H₀:** 7. There is no significant difference between gender of school heads' and management competencies of school heads.

**Table 29:** Comparison between Male and Female School Heads on Management Competencies of School Heads by t-test

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>114</td>
<td>359.80</td>
<td>67.92</td>
<td>6.36</td>
<td>0.341</td>
<td>198</td>
<td>0.733</td>
</tr>
<tr>
<td>Female</td>
<td>86</td>
<td>363.15</td>
<td>69.61</td>
<td>7.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from table 29 that the value of \(t\) was 0.341, which was less than critical value 1.96 \((df = 198)\) at 0.05 level of significance. The value of \(p = 0.733 > 0.05\). So the null hypothesis was accepted stating no significant difference between heads' gender and management competencies.

**H₀:** 8. There is no significant difference between location of schools and management competencies of school heads.

**Table 30:** Comparison between Rural and Urban School Heads on Management Competencies of School Heads by t-test

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>108</td>
<td>337.63</td>
<td>69.94</td>
<td>6.73</td>
<td>5.681</td>
<td>198</td>
<td>0.000</td>
</tr>
<tr>
<td>Urban</td>
<td>92</td>
<td>388.96</td>
<td>55.41</td>
<td>5.77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From table 30 it is evident that the value of \( t \) was 5.681, which was greater than critical 1.96 (df = 198) at 0.05 level of significance. Similarly value of \( p = 0.000 < 0.05 \). So the null hypothesis stated no difference between school location and heads' management competencies was rejected.

\[ H_0: 9 \text{ There is no significant relationship between professional qualification of school heads' and management competencies of school heads.} \]

**Table 31: Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance of between Professional Qualification of School Heads and Management Competencies**

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.300</td>
<td>0.195</td>
<td>0.090</td>
<td>9.0</td>
</tr>
</tbody>
</table>

The value of \( r = 0.300 \) in table 31 indicates the existence of a moderate positive relationship between professional training and heads' management competencies. The respective magnitude of common variance was 9.00 percent. It can be seen from table 31 that the coefficient = 0.300 > 0.195 (C. V) at 0.05 level of significance which indicated significant relationship between professional training and school effectiveness, the decision therefore was to reject the null hypothesis.

\[ H_0: 10. \text{ There is no significant relationship between management courses attended by school heads' and management competencies of school heads.} \]

**Table 32: Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance of between Management Courses attended by Heads and Management Competencies**

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.304</td>
<td>0.195</td>
<td>0.093</td>
<td>9.30</td>
</tr>
</tbody>
</table>
Table 32 shows positive correlation valuing 0.304 between the variables (heads' management competencies and management courses attended). The R-Squared (0.093) further presents 9.30 percent of common variance. The relationship was statistically significant at 0.05 alpha level because correlation coefficient = 0.304 was greater than critical value (0.195), the decision was to reject null hypothesis.

H0: 11. There is no significant relationship between management experience of school heads' and management competencies of school heads.

Table 33: Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance of between Management Experience and Management Competencies

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.393</td>
<td>0.195</td>
<td>0.155</td>
<td>15.5</td>
</tr>
</tbody>
</table>

The calculated positive value of correlation = 0.393 was greater than critical value of correlation coefficient = 0.195 at 0.05 alpha level, therefore, the decision was to reject null hypothesis. Moreover, common variance had positively overlapped by 15.5 percent.

H0: 12. There is no significant difference between gender of school heads' and school effectiveness.

Table 34: Comparison between Male and Female School Heads on School Effectiveness by t-test

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>114</td>
<td>59.26</td>
<td>12.81</td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>86</td>
<td>56.28</td>
<td>15.24</td>
<td>1.64</td>
<td>1.501</td>
<td>198</td>
<td>0.135</td>
</tr>
</tbody>
</table>
It is evident from table 34 that the value of t was 1.501, which was less than critical value 1.96 (df = 198) at 0.05 level of significance. The value of $p = 0.135 > 0.05$. So the null hypothesis was accepted stating no significant difference between heads’ gender and school effectiveness.

**H$$_0$: 13. There is no significant difference between location of schools and school effectiveness**

**Table 35: Comparison between Rural and Urban School Heads on School Effectiveness by t-test**

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>108</td>
<td>53.75</td>
<td>14.50</td>
<td>1.39</td>
<td>4.994</td>
<td>198</td>
<td>0.000</td>
</tr>
<tr>
<td>Urban</td>
<td>92</td>
<td>62.94</td>
<td>11.51</td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It can be observed from table 35 that the value of t was 4.994, which was greater than critical value 1.96 (df = 198) at 0.05 level of significance. Similarly value of $p = 0.000 < 0.05$. So the null hypothesis stating no significance difference between school location and school effectiveness was rejected.

**H$$_0$: 14. There is no significant relationship between school heads’ professional qualification and school effectiveness.**

**Table 36: Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance of between Professional Qualification and School Effectiveness**

<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.327</td>
<td>0.195</td>
<td>0.107</td>
<td>10.7</td>
</tr>
</tbody>
</table>
It can be observed from table 36 that there was significantly positive correlation (0.327) between professional qualification and school effectiveness. This relationship was significant at 0.05 alpha level. The commonality of variance was 10.7. So the null hypothesis stating no relationship between two above mentioned variables was rejected.

H₀: 15. There is no significant relationship between management courses attended by school heads' and school effectiveness.

<p>| Table 37: Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance of between Management Courses attended and School Effectiveness |
|-----------------|-----------------|-----------------|-------|---------|</p>
<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.326</td>
<td>0.195</td>
<td>0.106</td>
<td>10.8</td>
</tr>
</tbody>
</table>

The calculated value of correlation (0.326) in table 37 shows a significant relationship between management courses attended by head and school effectiveness. Because the value of correlation = 0.326 was greater C. V = 0.195 at 0.5 significance level which spoke of its statistical significance.

H₀: 16. There is no significant relationship between school heads' management experience and school effectiveness.

<p>| Table 38: Pearson Product-Moment Correlation, Critical Value, R-Squared and Percent of Common Variance of between Management Experience and School Effectiveness |
|-----------------|-----------------|-----------------|-------|---------|</p>
<table>
<thead>
<tr>
<th>Count</th>
<th>Correlation</th>
<th>Critical Value</th>
<th>R Sq</th>
<th>%Vco</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>0.379</td>
<td>0.195</td>
<td>0.144</td>
<td>14.4</td>
</tr>
</tbody>
</table>
The calculated positive value of Pearson Product-Moment correlation = 0.379 was greater than critical value of correlation coefficient = 0.195 at 0.05 alpha level, therefore, the decision was to reject null hypothesis. Moreover, common variance had positively overlapped by 14.4 percent.

**H₀:** 17. *There is no significant relationship between school effectiveness and linear combination of heads' (i) gender (ii) location of the schools (iii) professional qualification (iv) management courses attended and (iv) management experience.*

**Table 39:** Regression Analysis Predicting School Effectiveness from Gender of the Heads (G. H) Location of the School (L. S), Professional Qualification, Management Courses attended (M. C), and Management Experience (M. E)

<table>
<thead>
<tr>
<th>Predictors</th>
<th>t-value</th>
<th>P</th>
<th>SE</th>
<th>F-Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. E</td>
<td>4.017</td>
<td>0.000</td>
<td>0.158</td>
<td></td>
</tr>
<tr>
<td>P. Q</td>
<td>3.109</td>
<td>0.002</td>
<td>1.478</td>
<td></td>
</tr>
<tr>
<td>M. C</td>
<td>1.838</td>
<td>0.068</td>
<td>1.139</td>
<td>15.562</td>
</tr>
<tr>
<td>L. S</td>
<td>3.340</td>
<td>0.001</td>
<td>1.772</td>
<td></td>
</tr>
<tr>
<td>G. H</td>
<td>-1.609</td>
<td>0.109</td>
<td>-1.732</td>
<td></td>
</tr>
</tbody>
</table>

The multiple regression of variables is presented in table 39. The regression analysis for the school effectiveness and gender of the heads, location of the school, professional qualification, management courses attended and management experience (predictors variables) was statistically significant. F (5, 120) = 15.562 was greater than critical value = 3.17 at 0.1 significance level. The standard error of estimate for management experience was = 0.158, professional qualification = 1.478, management courses attended = 1.139, location = 1.772 and gender of head = -1.732. Of the five predictors for regression analysis only school heads' gender was insignificant for school effectiveness t = -1.609 < 0.109 presented in table 39. This result strengthens the previous acceptance
of null hypothesis stating no significant difference between gender of school heads and school effectiveness. Other variables, management experience \( (t = 4.017 > 0.000) \), location of schools \( (t = 3.340 > 0.001) \), professional qualification \( (t = 3.109 > 0.002) \) and management courses attended \( (t = 1.838 > 0.068) \) were significant. So the null hypothesis stating no significant relationship between school effectiveness score (dependent variable) and gender of the heads, location of the school, professional qualification, management courses attended and management experience (predictors variables) was rejected.

\[ H_0: \text{18. There is no significant relationship between school heads' management competencies and their (i) gender (ii) location of the schools (iii) professional qualification (iv) management courses attended (iv) management experience.} \]

**Table 40:** Regression Analysis Predicting Heads Management Competencies from Gender of the Heads (G. H) Location of the School (L. S), Professional Qualification, Management Courses attended (M. C), and Management Experience (M. E)

<table>
<thead>
<tr>
<th>Predictors</th>
<th>t-value</th>
<th>P</th>
<th>SE</th>
<th>F-Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. E</td>
<td>4.097</td>
<td>0.000</td>
<td>0.755</td>
<td></td>
</tr>
<tr>
<td>P. Q</td>
<td>2.849</td>
<td>0.005</td>
<td>8.555</td>
<td></td>
</tr>
<tr>
<td>M. C</td>
<td>1.561</td>
<td>0.120</td>
<td>5.575</td>
<td></td>
</tr>
<tr>
<td>L. S</td>
<td>4.112</td>
<td>0.000</td>
<td>8.670</td>
<td>15.891</td>
</tr>
<tr>
<td>G. H</td>
<td>0.425</td>
<td>0.671</td>
<td>-8.475</td>
<td></td>
</tr>
</tbody>
</table>

Table 40 shows high positive combined impact of gender of the heads, location of the school, professional qualification, management courses attended and management experience (predictors variables) on management competencies of school heads (dependent variables). The relationship of these variables was statistically significant. F-ratio = 15.891 greater than C. V. = 3.17 at 0.01 alpha level. The multiple linear regression
(table 40) between above mentioned five predictor variables to dependent variable was significant. Only school heads gender was not significant because t = 0.425 < 0.671. This was also consistent with previous result of acceptance of null hypothesis stating no significant difference between gender and management competencies of school heads. So null hypothesis stating no relationship was rejected.

\[ H_0: 19. \text{ There is no significant relationship between school effectiveness and linear combination of heads' (i) gender (ii) location of the schools (iii) professional qualification (iv) management courses attended (v) management experience and management competencies of school heads.} \]

| Table 41: Regression Analysis Predicting School Effectiveness from Gender of the Heads (G. H) Location of the School (L. S), Professional Qualification, Management Courses attended (M. C), Management Experience (M. E) and Heads Management Competencies (H. C) |
|---|---|---|---|---|
| Predictors | t-value | p | SE | F-Ratio |
| M. E | 2.335 | 0.021 | 0.148 |  |
| P. Q | 2.003 | 0.047 | 1.599 |  |
| M. C | 1.263 | 0.208 | 1.028 |  |
| L. S | 4.112 | 0.131 | 1.656 |  |
| G. H | -2.007 | 0.046 | -1.553 |  |
| H. C | 6.961 | 0.000 | 0.013 |  |

The multiple regression of variables is presented in table 41. The regression analysis for the school effectiveness score and gender of the heads, location of the school, professional qualification, management courses attended, management experience and management competencies of school heads (predictors variables) was statistically significant, F (6, 120) = 24.215 was greater than critical value = 2.96 at 0.01 significance level. The standard error of estimate for location of schools was = 1.656, professional qualification = 1.599, management experience = 0.148, management competencies of
school heads = 0.013 and gender of heads = -1.553. Of the six predictors for regression analysis, only school heads' gender was insignificant for school effectiveness. So the null hypothesis was rejected.

\( \text{H}_0: \) 20. There is no significant difference between school heads self-perception and teacher's perception about their management competencies.

<table>
<thead>
<tr>
<th>Designation</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>200</td>
<td>411.79</td>
<td>57.61</td>
<td>4.07</td>
<td></td>
<td>7.958</td>
<td>398</td>
</tr>
<tr>
<td>Teacher</td>
<td>200</td>
<td>361.24</td>
<td>68.58</td>
<td>4.84</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from table 42 that the value of \( t \) was 7.958, which was greater than critical value 1.96 (\( df = 198 \)) at 0.05 level of significance. The value of \( p = 0.000 < 0.05 \). So the null hypothesis was rejected stating no significant difference between heads' self-perception and teacher perception about their management competencies.

<table>
<thead>
<tr>
<th>Designation</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>160</td>
<td>348.48</td>
<td>68.44</td>
<td>5.41</td>
<td></td>
<td>8.656</td>
<td>318</td>
</tr>
<tr>
<td>Head</td>
<td>160</td>
<td>409.48</td>
<td>60.43</td>
<td>4.77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is evident from table 43 that there was a significant difference between the self-perception of head and teacher's perception about heads management competencies in low effective schools. The value of \( t = 8.656 > 1.96 \) critical value at 0.05 level of significance. Table shows that heads of low effective schools perceived themselves highly competent.

Table 44: Comparison between Head Self-Perception and Teacher Perception about their Management Competencies in High Effective School by t-test

<table>
<thead>
<tr>
<th>Designation</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>40</td>
<td>412.29</td>
<td>38.80</td>
<td>5.41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head</td>
<td>40</td>
<td>421.00</td>
<td>44.04</td>
<td>4.77</td>
<td>0.924</td>
<td>78</td>
<td>0.361</td>
</tr>
</tbody>
</table>

It is evident from table 44 that there was no significant difference between the self-perception of head and teacher's perception about heads management competencies in highly effective schools. The value of \( t = 0.924 < 2.00 \) critical value at 0.05 level of significance. The value of \( p = 0.361 > 0.05 \). Table shows that there was no difference between head self-perception and their teacher perception about their management competencies.
CHAPTER V

Summary, Findings, Conclusions, Discussions and Recommendations

Summary

The primary purpose of this study was to analyze the relationship between management competencies of school heads and school effectiveness by using Head Competence Assessment Scale and School Effectiveness Measuring Questionnaire. The variables of this study were (1) management competencies of school head (technical knowledge, morale, judgement, occupational knowledge, manipulative skills), (2) gender of the heads (3) location of the schools, (4) professional qualification of school heads, (5) management courses attended by school heads, (6) experience of school head, and (7) school effectiveness. The relationships between these variables were measured by formulating the following null hypotheses:

Null Hypotheses

1. There is no significant relationship between school heads' overall management competencies and school effectiveness.

2. There is no significant relationship between school heads' technical knowledge and school effectiveness.

3. There is no significant relationship between school heads' morale and school effectiveness.

4. There is no significant relationship between school heads' judgement and school effectiveness.
5. There is no significant relationship between school heads’ occupational knowledge and school effectiveness.

6. There is no significant relationship between school heads’ manipulative skills and school effectiveness.

7. There is no significant difference between gender of school heads’ and management competencies of school heads.

8. There is no significant difference between location of schools and management competencies of school heads.

9. There is no significant relationship between school heads’ professional qualification and management competencies of school heads.

10. There is no significant relationship between management courses attended by heads’ and management competencies of school heads.

11. There is no significant relationship between management experience of school heads’ and management competencies of school heads.

12. There is no significant difference between school heads’ gender and school effectiveness.

13. There is no significant difference between location of schools and school effectiveness.

14. There is no significant relationship between professional qualification of school heads’ and school effectiveness.

15. There is no significant relationship between management courses attended by school heads’ and school effectiveness.
16. There is no significant relationship between school heads' management experience and school effectiveness.

17. There is no significant relationship between school effectiveness and linear combination of heads' (i) gender (ii) location of schools (iii) professional qualification (iv) management courses attended and (v) management experience.

18. There is no significant relationship between school heads' management competencies and linear combination of their (i) gender (ii) location of schools (iii) professional qualification (iv) management courses attended and (v) management experience.

19. There is no significant relationship between school effectiveness and linear combination of school heads' (i) gender (ii) location of schools (iii) professional qualification (iv) management courses attended (v) management experience and (vi) management competencies.

20. There is no significant difference between school heads self-perception and teacher's perception about their management competencies.

The study was delimited to the province of Punjab. Data were collected from 250 schools and 1000 teachers employed in the province of Punjab in the year 2001. Four teachers from each school were selected to perceive the management competencies of their heads. The analysis was carried out with 200 schools and 800 teachers. The sample of the study was drawn randomly from each stratum (male & female, urban & rural) from an updated list of secondary schools procured from EMIS (Educational Management Information System).

Pertinent data were collected, tabulated and analyzed. Mean and standard deviation of demographic variables for effectiveness score and competencies score were computed. School heads having higher professional training had better effectiveness score.
than heads having lower professional training. Similarly the heads attended more management courses and more experienced had more effectiveness score. Urban heads effectiveness score was greater than rural. But the gender of head did not affect the effectiveness score.

It is evident from the result of the study that out of five management competencies (technical knowledge, morale, judgement, occupational knowledge and manipulative skills), three management competencies (morale, judgement, and occupational knowledge) are more important for school effectiveness.

The null hypotheses based on variables were tested at 0.01 and 0.05 alpha level. The null hypotheses stating relationship between two variables was tested by using Pearson Product-Moment, while hypothesis stating relationship between more than one variables (predictors) and dependent variable was tested by using Linear Regression Method.

Hypothesis no. 1 stating no significant relationship between heads management competencies and effectiveness score was rejected. Hypotheses no. 2 to 6 stating no significant relationship between management competencies like technical knowledge, morale, judgement, occupation knowledge and manipulative skills and school effectiveness were rejected. Hypothesis no.7 stating no significant difference between gender of the heads and management competencies of school heads was accepted. Hypothesis no. 8 stating no significant difference between location of schools and management competencies of school heads was rejected. Hypothesis no. 9 to 11 stating no significant relationship between heads (professional qualification, management courses attended, and management experience) and management competencies were rejected. Hypothesis 12 stating no significant difference between gender of the heads and school effectiveness was accepted. Hypothesis no. 13 stating no significant relationship between location of schools and school effectiveness was rejected. Hypotheses no. 14 to 16 stating no significant relationship between professional qualification of school heads, management courses attended by school heads, and management experience and school effectiveness were rejected. Hypothesis no.17 stating no significant relationship between combination of variables, gender of heads, location of schools, professional qualification, professional qualification.
management courses attended and management experience (predictors) to school effectiveness was rejected. Hypothesis no.18 stating no significant relationship between combination of variables gender of heads, location of schools, professional qualification, management courses attended and management experience (predictors) to management competencies was rejected. Hypothesis 19 stating no significant relationship between combination of variables professional training, management courses attended, experience, location, gender and mean competencies score (predictors) to school effectiveness was rejected. Hypothesis 20 stating no significant difference between heads self-perception and teacher’s perception about their management competencies was rejected.

In conclusion, it can be stated that school heads having management competencies performed much better than.

Findings

Following main findings emerged from the data analyzed in chapter IV. The descriptive data, which underlie the difference, were reported in table 1 to 17. The statistical data were tabulated in table 18 to 44.

Descriptive Findings

A summary of the findings with regard to descriptive data in explaining head’s management competencies and school effectiveness is given below.

1. Out of 250 sampled schools 220 heads responded. 200 questionnaires were usable. 900 teachers responded, out of which 800 questionnaires were usable. 57% usable questionnaires were from male institutions and 43% from female institutions.

2. 108 rural (54%) and 92 urban (46%) schools included in the analysis in order to explain the heads management competencies and school effectiveness.

3. 102 (51%) school heads had professional qualification of B. Ed. 97 (48.5%) had professional qualification of M. Ed and only one head had professional qualification of M. Phil.
4. 128 (64%) school heads never attended any management course during service, 44 (22%) attended one management course, 24 (12%) attended two management courses, and only 4 (2%) attended three management courses during service.

5. 18.5% school heads had management experience of 1 to 3 years, 31% had management experience of 4 to 6 years, 13.5% had management experience of 7 to 9 years, 17.5% had management experience 10 to 12 years and 19.5% had management experience of more than 12 years.

6. Female school heads attained (59.26) mean effectiveness score and male attained (56.28) mean effectiveness score. But the difference was not significantly greater.

7. Urban school heads obtained highest mean effectiveness score (62.94) as compared to rural school heads (53.75).

8. Majority of school heads (51%) obtained lowest nine months professional degree (B. Ed.) scored lowest (53.62) mean effectiveness score.

9. The school head received three years professional qualification, scored maximum (77) mean school effectiveness score.

10. Majority of school heads (64%) never attended any management course at all obtained 53.81 mean effectiveness score, which was minimum. School heads who attended one management course (22%) obtained 65.10 mean effectiveness score. those who attended two courses (12%) obtained 66.75, and those who attended three management courses (2%) obtained maximum mean effectiveness score (70.50).

11. School heads having experience of more than 12 years (19.5%) obtained maximum mean effectiveness score (65.80).

12. The novice school heads having management experience of 1 to 3 years (18.5%) obtained lowest mean effectiveness score (48.04).

13. Majority of school heads (31%) having management experience of 4 to 6 years obtained 53.66 mean effectiveness score. those having experience of 7 to 9 years (13.5%) obtained 62.36 mean effectiveness score, and having management experience of 10 to 12 (17.5%) obtained 64.04 mean effectiveness score. School
heads having more than 12 years experience obtained 65.80 mean effectiveness score.

14. Female school heads obtained 363.15 mean management competencies score while male school heads obtained 359.80 mean competence score.

15. This study found evidence out of descriptive data that school heads serving in rural areas obtained mean management competencies score (337.63), which was less than 388.96 of school heads working in urban areas.

16. The descriptive data also revealed that school heads having professional qualification of three years (M. Phil) obtained highest mean competencies score (441).

17. Majority of school heads (51%) having professional training of one year obtained 341.51 mean competence score, which was the lowest one. While school heads having M. Ed degree scored 381.17.

18. School heads that attended three management courses obtained highest competencies score (460.05) while those who attended two courses obtained 408.87.

19. School heads having management experience of more than 12 years proved more competent, obtained 402.60 mean competencies score as compared to the heads having management experience of 1 to 3 years (316.95).

20. It is evident from this study that majority of school heads (31%) having management experience of 4 to 6 obtained 333.39 mean competencies score, while heads having management experience of 7 to 9 and 10 to 12 get 380.72 and 396.29 respectively.

Conclusions drawn from the descriptive data

On the basis of the findings following conclusion were drawn from the descriptive data.

1. The gender of school head is not significantly impacting the school effectiveness.

2. Schools located in urban areas were more effective than those located in rural areas.
3. The more experienced school heads performance better as compared to novice school heads.

4. Years of professional qualification of school heads promote quality of schools. Professionally more trained heads were more effective as compared to their counter parts.

5. Majority of school heads never attended any in-service management course. But those who attended management courses perform better.

6. School heads attended three management courses performed significantly better.

7. The descriptive data of the study revealed that gender of the head did not affect management competencies of school heads.

8. School heads serving in schools located in urban areas performed better than school heads working in rural areas.

9. More experienced school heads were more competent than novice school heads.

10. Professionally more qualified heads showed more management competencies.

11. School heads attended management courses were more competent as compared to those who never attended any in-service training course.

Statistical findings

1. There was a significant difference between high effective and low effective schools on the basis of technical knowledge. The value of $t = 4.338 > 1.96$ at .05 level of significance.

2. There was a significant difference between high effective and low effective schools on the basis of morale. The value of $t = 5.599 > 1.96$ at .05 level of significance.

3. There was a significant difference between high effective and low effective schools on the basis of judgement. The value of $t = 5.620 > 1.96$ at .05 level of significance.

4. There was a significant difference between high effective and low effective school on the basis of occupational knowledge. The value of $t = 5.556 > 1.96$ at .05 level of significance.
5. There was a significant difference between high effective and low effective school on the basis of manipulative skills. The value of $t = 3.414 > 1.96$ at .05 level of significance. The rank ordered of management competencies in accordance of discrimination between low effective and high effective schools is given below.
   a. Morale
   b. Judgement
   c. Occupational Knowledge
   d. Technical knowledge
   e. Manipulative Skills

6. The relationship between school heads management competencies and school effectiveness was found positive $(r = .597)$ at .05 significance level. So, null hypothesis no.1 stating no significant relationship between management competencies and school effectiveness was rejected.

7. The correlation coefficient for technical knowledge and school effectiveness was $0.472$ at 0.05 significance level. So, the null hypothesis no. 2 stating no significant relationship between technical knowledge and school effectiveness was rejected.

8. The coefficient of correlation valued $0.589$ between morale and school effectiveness at 0.05 level of significance. The null hypothesis no. 3 stating no significant relationship between morale and school effectiveness was rejected.

9. The relationship between judgement and school effectiveness was found positive $(r = 0.592)$ at 0.05 level of significance. The null hypothesis no. 4 stating no significant relationship between judgement and school effectiveness was rejected.

10. The relationship between occupational knowledge and school effectiveness $(r = 0.546)$ was significant at 0.05 alpha level. So, null hypothesis no.5 stating no significant relationship between occupational knowledge and school effectiveness was rejected.

11. There was significant relationship between manipulative skills and school effectiveness $(r = 0.540)$ at 0.05 level of significance. Hence, null hypothesis no. 6 stating no significant relationship between manipulative skills and school effectiveness was rejected.
12. There was no significant difference between and gender of the school heads management competencies \((t = 0.341 < 1.96)\) at 0.05 level of significance. Therefore, null hypothesis no. 7 stating no significant difference between management competencies of school heads and gender of the school heads was accepted.

13. The value of \(t = 5.681\) which was greater than 1.96 critical value at 0.05 alpha level. So, null hypothesis no. 8 stating no significant difference between management competencies and location of schools was rejected.

14. There was positively moderate \((r = 0.300)\) relationship between professional qualification and management competencies at 0.05 level of significance. So, the null hypothesis no. 9 stating no significant relationship between professional qualification management competencies was rejected.

15. The relationship between management courses attended by school heads and management competencies was found significant \((r = 0.304)\) at 0.05 level of significance. Therefore, null hypothesis no. 10 stating no significant relationship between management competencies and management courses attended by school heads was rejected.

16. The relationship between management experience of school heads and management competencies of school heads was found positive \((r = 0.393)\) at 0.05 level of significance. The null hypothesis no. 11 stating no significant relationship between management experience of school heads and management competencies was rejected.

17. The value of \(t = 1.501\) which was less than 1.96 critical value at 0.05 alpha level. So, the null hypothesis no. 12 stating no significant difference between gender of school heads and school effectiveness was rejected.

18. The value of \(t = 4.994\) which was greater than 1.96 critical value at 0.05 alpha level. So, the null hypothesis no. 13 stating no significant difference between school effectiveness and location of schools was rejected.

19. The relationship between professional qualification and school effectiveness was found significant \((r = 0.327)\) at 0.05 significance level. Therefore, null hypothesis
no. 14 stating no significant relationship between professional qualification of school heads and school effectiveness was rejected.

20. The null hypothesis no. 15 stating no significant relationship between management courses attended by school heads and school effectiveness was rejected because positive correlation ($r = 0.326$) was found between two variables.

21. The relationship between management experience of school head and school effectiveness was found positive ($r = 0.379$) at 0.05 alpha level. Hence, the null hypothesis no. 16 stating no significant relationship between management experience and school effectiveness was rejected.

22. The F-statistics evidenced statistically significant relationship ($F = 15.562$) at 0.01 level between the predictors (gender, location, professional qualification, management courses attended by school heads and management experience) and dependent variable (school effectiveness). Of the five t-values of predictors (gender, location, professional qualification, management courses attended by school heads and management experience), the only non-significant t-valued for gender of the school heads ($t = -1.609 < p = 0.109$). The null hypothesis no. 17 postulating no significant relationship between the school effectiveness and gender, location, professional qualification, management courses attended by school heads and management experience of the heads was rejected.

23. The F-statistics evidenced statistically significant relationship ($F = 15.891$) at 0.01 level between the predictors (gender, location, professional qualification, management courses attended by school heads and management experience) and dependent variable (management competencies). Of the five t-values of predictors (gender, location, professional qualification, management courses attended by school heads and management experience), the only non-significant t-valued for gender of the school heads ($t = 0.425 < p = 0.671$). The null hypothesis no. 18 postulating no significant relationship between management competencies of school heads and experience, professional qualification, management courses, location and gender of the head was rejected.
The F-statistics evidenced statistically significant relationship \((F = 24.215)\) at 0.01 level between predictors (experience, professional qualification, management courses, location, gender and competence score) and dependent variable (school effectiveness). Of the six \(t\)-values of predictors (gender, location, professional qualification, management courses attended by school heads, management experience and management competencies of school heads), the only non-significant \(t\)-valued for gender of the school head \((t = -2.007 < p = 0.046)\). The null hypothesis no. 19 postulating no significant relationship between the school effectiveness and experience, professional qualification, management courses, location, gender and management competencies of school heads was rejected.

Null hypothesis no. 20 stating no significant difference between head self-perception and the teacher's perception about heads’ management competencies was rejected. Because \(t = 7.958 > 1.96\) at 0.05 level of significance.

**Table: 45 Summary: Testing of Null Hypotheses**

<table>
<thead>
<tr>
<th>Ho</th>
<th>Relationship</th>
<th>Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Management Competencies and School Effectiveness</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>2.</td>
<td>Technical Knowledge and School Effectiveness</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>3.</td>
<td>Morale and School Effectiveness</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>4.</td>
<td>Judgement and School Effectiveness</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>5.</td>
<td>Occupational Knowledge and School Effectiveness</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>6.</td>
<td>Manipulative Skills and School Effectiveness</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>7.</td>
<td>Gender of the heads and Management Competencies</td>
<td>Non significant</td>
<td>Accepted</td>
</tr>
<tr>
<td>8.</td>
<td>Location of Schools and Management Competencies</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>9.</td>
<td>Professional Qualification of School Heads and Management Competencies</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>10.</td>
<td>Management Courses Attended by School Heads and Management Competencies</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>11.</td>
<td>Management Experience of School Heads</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
and Management Competencies

12. Gender of School Heads and School Effectiveness  Non significant  Accepted
13. Location of Schools and School Effectiveness  Significant  Rejected
14. Professional Qualification of School Heads  Significant  Rejected
  School Effectiveness
15. Management Courses Attended by School Heads and School Effectiveness  Significant  Rejected
16. Management Experience and School Effectiveness  Significant  Rejected
17. Personal and Situational Factors (G.H-L.S-P.Q-M.C+M.E) and School Effectiveness
18. Personal and Situational Factors (G.H-L.S-P.Q-M.C+M.E) and Management Competencies
19. Personal and Situational Factors (G.H-L.S-P.Q-M.C+M.E +C.H) and School Effectiveness
20. Heads Self Perception and Teacher's Perception  Significant  Rejected

Note: Gender of the Heads (G.H), Location of Schools (L.S), Professional Qualification (P.Q), Management Courses Attended (M.C), Management Experience (M.E) and Management Competencies of School Heads (C.H). Null Hypotheses = 20, Accepted = 2, Rejected = 18

Conclusions drawn from the statistical findings

Following conclusions are drawn from statistical findings:

1. It is evident from the finding of this study that management competencies of the school heads are directly related to school effectiveness. So it was reasonable to conclude that a highly competent head is very important factor for school effectiveness.

2. The positive relationship exists between technical knowledge and school effectiveness. Like every profession, headship has its own technicalities, so head who has command on technical knowledge, the result is more effective school.

3. The evidence of this study suggests that morale and effectiveness have significant positive relationship, because certain values such as commitment, cooperation etc improve leadership effectiveness. These values seem to be the attributes of
effective functioning of the schools. So it can be concluded that morale counts significantly in guiding the institution and leading it for effective functioning.

4. The four aspects (decision-making skills, conflict resolution skills, supervisory skills and delegating skills) pertain to the sense of judgement with which exercise the school heads could appropriately develop the institutions to achieve effective performance. The analysis reveals that school heads sense of judgement is crucial for school effectiveness.

5. Four skill areas (institutional planning, information seeking/providing, staff relations and community involvement) pertain to occupational knowledge. It is evident from analysis of the data that strong positive relationship exists between occupational knowledge and school effectiveness.

6. Problem solving, communication skills and creativity when taken together could be treated as manipulative skills. The analysis of the study reveals strong relationship between manipulative skills and school effectiveness.

7. One of the significant findings of this study is that gender of the head does not affect the competencies level of school heads.

8. School heads working in urban areas are more competent than heads working in rural areas.

9. The analysis of the study revealed that professional qualification enhances competencies level of school heads. The professionally more qualified school heads' performance is much better than their less qualified counterparts.

10. It is evident from the finding of this study that short in-service courses enhance the competency level of school heads.

11. The more experienced school heads are more competent as compared to their novice counterparts.

12. School heads gender does not affect school effectiveness.

13. Urban schools are more effective as compared to rural schools.

14. The professional qualification and training in management are intended to foster the school effectiveness. The findings of the study suggested that more qualified school heads are believed to be more effective school leaders than their less
qualified counterparts. So it can be concluded from the findings of this study that better professional qualification and training in management enables school heads to lead their institutions more effectively.

15. Management experience has positive effects on school effectiveness. The more experienced school heads lead their institutions much better as compared to their novice counterparts.

16. One of the important findings of this study was that heads of low effective school perceived themselves highly competent as compared to their teacher’s perception. While there was no significant difference between the perceptions of highly effective schools head and their teacher’s perception about heads management competencies.

Discussions

This study examined the relationship between heads management competencies and school effectiveness. The study also focused to examine the relationship between gender of the heads, location of the schools, heads professional qualification, management courses attended and management experience with heads management competencies and school effectiveness. The research consistently indicates that competency level of school heads has positive effect in raising the efficiency of school. Five identified management competencies (technical knowledge, morale, judgement, occupational knowledge and manipulative skills) were discriminating between low effective and high effective schools. The results of the research supports the finding of Franklin, 1994; Harries, 1992; Kalara, 1997; Lempesis, 1984; Marie, 1995; and Mccurtain, 1998.

The results of the present study reveal the positive relationship between school effectiveness and technical knowledge. Technical knowledge included issues pertaining to affecting purchases and propriety of expenditure, proper maintenance and optimal utilization of the immovable and movable assets available in the school. Record maintenance skills need an updated knowledge of the official policies pertaining to
various records like admission and withdrawal of students, service records of teachers, financial records, property charges and examination records.
The present study also revealed that certain values and personal qualities are also important for efficient functioning of school. Morale is comprised of following values:
Commitment
Co-operation
Punctuality
Patience
Watchfulness
Honesty
Fairness

Findings of the present research substantiate that an efficient person is the one who is committed to his duties, believes in cooperative functioning, practices punctuality, is honest, acts with patience and is watchful of happenings.

The evidence gathered in this study shows that four aspects of judgement (decision-making skills, conflict resolution skills, supervisory skills and delegating skills) enhance the efficiency level of institutions. By the exercise of above-mentioned aspects of judgement, head could appropriately develop the institutions to achieve efficient performance.

It is evident from this study that school head's job is a highly specified job. He is not only an academician; he is also an administrator and a financial manager. The current knowledge of the policies, rules, regulations as also strategies and methodologies for optimizing the functioning of school.

A resume of the findings show that five macro competency areas (technical knowledge, morale, judgement, occupational knowledge and manipulative skills) required of school head are vital for school effectiveness.

The finding of this study support the researches in the area of effective schools, specifically, the difference between schools' heads level of professional qualification. For example, Haverd (1992), Lord & Hall (1992), Macpherson (1993), Purkey & Smith
(1982) and Mehmood (1994) found that professional qualification and training enhance effectiveness of the institution.

This research brings out the challenging evidence that 60 percent school heads did not find any opportunity for appropriate in-service training in management. So it is very alarming situation for the Education Department that heads have no opportunity to update their professional knowledge.

It is also evident from the results of the above study that experienced heads are more competent and their schools function effectively. Similarly heads working in urban areas performed better than rural areas. The reason of this difference may be that heads working in rural areas are not attending schools regularly. So supervisory system should be made effective in rural areas and there is also a dire need to develop a vision and a sense of commitment in the heads of rural schools.

One of the significant findings of the study is that whereas some heads generally ascribe failure to external reasons, it in fact is an attribute of their own personal and professional skills, which can meet constraints ascribed for low functioning. General awareness for the aspects identified under the analysis should be the first step for raising the efficiency level of secondary school heads.

One of the important aspects revealed in this study is that heads of ineffective school rated themselves highly competent while the opinion of their subordinate is quite different. But quite contrary there is no difference of opinion between effective school heads and their teacher's about management competencies of school heads.

Out of 200 schools only 40 schools lies in the category of effective schools while 160 schools did not meet the effectiveness criteria. The heads of these ineffective schools had low level of management competencies.

Given the findings in this study, a relatively simple and straightforward profile of teacher perception of a competent school head emerges. A competent head is one who possesses better professional qualification, received in-service training courses and has management experience.
Recommendations

On the basis of findings and conclusions of this study, following recommendations are made.

1. Today the head of school is expected to play a large number of roles. The school head as the institutional leader has to plan many activities and achieve outputs by assigning, delegating, seeking and performing. So in order to met today's challenges, head should has to continue professionalising himself/herself with the necessary knowledge, understandings, values, attitudes and skills; and imbibe these in his/her own behavior. Education Department should have to be arranged in-service training courses for school heads to fulfill this need.

2. A school heads should be a member of any professional organization that fosters his/her growth in management competencies by sharing experiences with others.

3. In order to update his/her occupational knowledge and to get latest professional awareness, it is important that he/she has knowledge of educational developments in the area of secondary education. The most reliable method for developing this competency is through extensive reading of professional literature.

4. In order to improve school effectiveness, school leader should be given enough authority and freedom at the local level. Centralization is the major hurdle in improving the efficiency level of our institutions. So innovation and creativity cannot flourish. In order to overcome this difficulty they should be given administrative powers such as adhoc recruitment.

5. For accomplishing the school goals more effectively special training of information technology should be arranged by the Education Department especially for the school heads of remote areas. Because secondary education is very crucial step in educational ladder, without its improvement our educational standard cannot match international standard. School head is a key factor and his/her role can never be underestimated.

6. The existing practice in Pakistan for the school head is either through promotion (on the basis of seniority as a teacher) or direct selection through Public Service Commission. Generally the selection is not based on criteria of professional
competence in organizational matters or management aspects. So selection criteria should be changed.

7. Due to lack of training to heads' on management competencies, most of the heads spend disproportionately large part of their time in routine works. So persons when appointed as heads of schools should undergo pre-headship training. Also promotion in next grade should be made on the basis of improvement in professional qualifications.

8. Heads working in urban areas performed better than rural areas. The reason of this difference may be that heads working in rural areas are not attending schools regularly. So supervisory system should be made effective in rural areas and there is also a dire need to develop a vision and a sense of commitment in the heads of rural schools.

9. Minimum requirement for selection of school head should be at least master degree in education and at least his/her two research articles published in a journal of repute.

10. For developing leadership abilities in practicing secondary heads special seminars and workshop should be arranged by Government with the collaboration of private sectors and media (both electronic and print).

**Recommendations for future research**

1. It is suggested that similar research should be done comparing public and private sectors. Further research involving larger samples wherever possible is suggested.

2. Role of community in improving school effectiveness should be studied.

   Parents and students can be involved for their perception of their school effectiveness.

3. In-service training program, which is designed in this study, can be validated through experimentation.
PROPOSED IN-SERVICE TRAINING PROGRAM FOR SECONDARY SCHOOL HEADS IN PAKISTAN

Introduction

A school particularly a large size is an organization with a set of principles and procedures. The theories of management are now being extended to school systems. Kalara (1997) said that school head as a leader performs the role of planner, an organizer, an evaluator, and a financial manager and require a training for adopting competency based approach for the optimum utilization of various inputs and process of school systems.

Looking to the research literature on effective schooling almost every study shows school head's leadership as a key factor. Here leadership by the head does not mean quality of individual decision-making. In fact it includes the degree of role played by head, the style of management, the relationship with other functionaries working in and for school, the skills to tackle issues and the values, which help in developing a learning environment. Effective principals are firm in striking unity of purpose in the school staff, exercising ability to mediate for minimizing and resolving conflict, challenging external influences which vitiate the harmony of the functioning of school, increasing autonomy of the school in day-to-day functioning, establishing and sustaining increasing contacts with other networks requiring linkage with school.

Another strong feature of effective heads reported in competency research studies is their positive inclination to participative approach. In participative approach, a head seeks the help and cooperation of teachers by seeking their involvement in management and planning affairs of the institution. Participative approach also helps the principal in avoiding both autocratic and over democratic style of functioning, carefully judging when to make an autonomous decision and when to involve others, and by and large recognizing the leadership abilities of other colleagues.

One of the significant findings of researches on efficient administration is school heads' involvement in knowledge about what goes on in the classroom, including the
level of curriculum transaction, teaching strategies and monitoring of instructional progress. It could be made possible by making frequent visits of various places in the school, say, classroom, laboratories, playground and informal but effective conversations with staff during supervisory visits. So it can be concluded that head should have an understanding of variety of teaching learning strategies to provide instructional leadership. So he/she has to plan and operate directly and indirectly a professional learning culture for improving quality of teaching and learning.

Above discussions emphasized the leadership role of head for effective schooling. So it is very vital that they should be competent enough to handle all school matters efficiently. Without any professional training the task will not only become difficult but almost impossible. A school head has thus, to continue to professionalize himself/herself with relevant knowledge and competencies.

But unfortunately formal training for school leadership has been relatively rare outside USA, where university programs for the preparation of school leadership can be traced back to the 19th century. In England programmes that offer systematic training and development opportunities for senior staff in school only began in the 1960s, with the first chair in educational management being established in the 1970s.

The first formal training in school administration did not however, come into existence until the early 1900s. There is consensus that this was period of ideology in the preparation of school administrators, whereby the proper role of education was considered to be instruction. The USA thus gained very early experience in the systematic training of school leaders but it is apposite to remember that, on both side of the Atlantic, notion of education were still dominated by a formal and didactic methodology and teachers, at all levels, assumed a certain place in the social hierarchy. It is not surprising that during this period administrators had something like the status of clergyman (Brundrett, 2001).

But in the 20th century considerable criticism was raised against the way by which schools were managed. So it was recognized that role of head teacher was not only supervision but also have to manage variety of activities. T role of headteacher is increasingly time consuming and demanding, not simply to implement external initiatives
and improvements. These are uncertain and anxiety-provoking times for schools as they try to get grip with the demands of institutional autonomy, market pressure, performance management, reduced capital and resources, a drop in the number of people joining the profession and increased expectations and demands from all those connected to schools. So headteachers are expected to demonstrate a highly developed personal approach to leadership while also maintaining a collective culture of leadership (James & Vince).

It is now widely accepted that school heads need both initial training to be effective practitioners and continuing professional development throughout their careers. This is usually achieved by a combination of pre-service and in-service approaches. The strategies adopted to train heads depend on local variables but the principle of training is not in dispute. Recognition of the need for specific preparation for aspiring and practicing school leaders to generate the positive effects identified in the school effectiveness research, has been slower to emerge. Training in many countries is not a requirement for appointment as a principal and there is still an (often unwritten) assumption that good teachers can become effective managers and lead without specific training (Bush & Jackson, 2002).

The Commonwealth Secretariat (1996) shows that this is certainly a problem in educational administration where without the necessary skills, many heads are overwhelmed by the task because strategies for training and supporting school heads are generally inadequate throughout Commonwealth countries. This secretariat printed a list of 15 management topics as potential areas of needs:

- Leadership
- Strategic planning
- Managing change
- Decision-making
- Managing budgets
- Human resource management
- Communication skills
- Negotiation/mediating skills
- Managing meetings
Managing privatization
Implementing computerized management information systems
Managing income generation activities
Time management
Interpersonal skills
Goal settings

Like many other developing countries, Pakistan's Education department has no system of any formal pre-service training programme for school leadership and system of in-service training is inadequate to meet the challenges of cyber age.

In Pakistan, most of the heads have the background of acting as a Senior Subject Specialist (SSS) and Senior School Teacher (SST). Mostly they are confined to activities pertaining to subject teaching. In the new role, they have to be provided with skills for observing and improving the general and specific educational environment; developing effective communication skills with teachers, students and community members. So school head has to play the role of instructional leader and should also be highly competent in management skills, supervisory skills and financial administration.

The above discussion leads to the need for designing of in-service training program for school heads. The present study has also been conducted on issue to identify the relationship between heads' management competencies with school effectiveness and to design an in-service training program for school heads. Major objective of the design is to develop ability to perform expected role efficiently.

According to the findings of the study following management competencies have positive correlation with school effectiveness:

**Technical Knowledge**

It includes skills such as financial knowledge, financial planning skill and time structuring skill

**Morale**

It includes commitment, cooperation, punctuality, patience, watchfulness, honesty and fairness. These values seem to be the attributes of efficient functionary. Findings of
6. Identifying major problems in the field of leadership and working out viable and practical solutions.

7. Enhance the professional competence and make them aware of the modern concept of leadership through well designed course

Specific Objectives

After the completion of the course the participants will be able to:

1. Understand the leadership traits in Islam i.e. Taurid, total submission to Allah, obedience of the prophet, Taqwa, fear of the hereafter, honesty, justice, truth, politeness, forgiveness, patience, sympathy, equality and consultation.

2. To practice leadership traits in work situation.

3. To practice management competencies like technical knowledge, morale, judgement, occupational knowledge and manipulative skills.

4. To exercise personnel administration, especially in staffing, staff motivation, supervision, leadership, performance, appraisal, control, and compensation.

5. To use Internet and e-mail for communication across the organization

Outline of the course content

The following content is suggested:

Verses from the Holy Quran

Islamic Concept of Interpersonal Relationship in Educational Administration

Ideology of Pakistan

Role Dimensions

the present research substantiate that an efficient person is the one who is committed to his duties, believes in cooperating functioning, practices punctuality, is a person with integrity, acts with patience and is watchful of happenings.

Judgment

Four skill areas were measured for this competency. These are decision-making skills, conflict resolution skills, supervisory skills, and delegating skills. The analysis reveals that heads' performance on the above skill areas as crucial for efficient functioning of the school.

Occupational Knowledge

It includes institutional planning, information seeking, providing, staff relating and community involvement skills. These skill areas proved effective for school functioning.

Manipulative Skills

It includes problem solving, communication and creativity and these are highly correlated with school effectiveness.

The above discussion and finding of the present study emphasized the need for designing of in-service training program for secondary heads.

General Objectives of the Proposed Training Programme

1. Introducing heads to the essence of Islamic values of leadership.

2. To enhance the participant competence in personnel administration, especially in staffing, staff motivation, supervision, leadership, performance, appraisal, control, morale and compensation.

3. To involve the participants in case studies and projects necessary for managing deficiencies and contingencies in educational administration.

4. To prepare heads for substituting leadership for authority, and professional know how for executive power in their relationship with subordinates.

5. Acquainting heads with information technology so that they can modernize their management style and can transform old bureaucratic supervisory structure.
Management Skills
Modern management techniques and theories in education
Institutional planning skills such as educational planning at institutional level.
Decision-making skills
Conflict Resolution
Assessment and Evaluation
Stress Management
Staff relation skills, productivity issues and problems.
Community involvement skills
Financial rule, delegation of financial and administrative powers.
Financial administration knowledge and skills including budget, classification, audit and reconciliation audit observation, paras and public account committee, S. N. E., excess and surrenders, re-appropriation.
Record management.
Time structuring skills.
Information seeking/providing

Value-Orientation Areas
i  Sense of responsibility   vi  Willingness to work
ii  Team spirit             vii  Considerations for others
iii Impartiality           viii  Commitment
iv  Sharing                ix   Fellow feeling
v  Objectivity             x    Discipline

Personal Qualities
i  Analytical thinking    v   Creativity
ii  Vigilance              vi  Innovativeness
iii Self confidence       vii  Punctuality
iv  Self-reliance
Computer Knowledge
Information technology and computers
Computer application in education
Awareness of operating systems and applications
Fundamentals of Microsoft Office
Locating Internet resources

Other miscellaneous official policies, circulars and financial circulars to update the knowledge

Duration
Duration of the course is three weeks

Participants
Proposed course will be conducted for the groups of 25 - 30 heads/Dy. heads of secondary schools which will be continued in a sequential cycle.

Levels
Head of the school and deputy head of the school should be the participant of the course.

Methodology
Lectures delivered by resource persons
Training workshop approach
Cooperative learning
Small group work
Simulation and role-play
Brainstorming
Discussion
Presentations
Research articles
Evaluation
Evaluation is to ensure that participant has improved his/her management skills and leadership abilities. So at the end of training a well-constructed content related test would be taken. The program coordinator would also prepare a file for every participant and complete Administrators Evaluation Report.

Administrator Evaluation Report

Name of the participant ------------------ Designation---------------------

School ------------------------------------ Year ----------------------

Administrative Skills

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Much better</th>
<th>Better</th>
<th>Poor</th>
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<tbody>
<tr>
<td>2. Has learned procedure to keep financial account update.</td>
<td></td>
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</tr>
<tr>
<td>3. Has learned procedure involved in purchasing.</td>
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<tr>
<td>4. Has learned procedure for institutional planning and management.</td>
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<tr>
<td>5. Has learned procedure for administrative scheduling and reporting.</td>
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</tbody>
</table>

Instructional leadership

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Much better</th>
<th>Better</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has learned knowledge of curricular issues in subject areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Has learned to assist teacher in implementation of curriculum.</td>
<td></td>
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</tr>
<tr>
<td>3. Has learned the instructional program</td>
<td></td>
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<td></td>
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<tr>
<td>4. Has learned the knowledge of good</td>
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</tr>
</tbody>
</table>
teaching methods and can assist teachers
to improve diagnostic skills and teaching
strategies.

**Supervision**

1. Has learned the system of
   supervision of all school activities.
2. Has learned how to maintain school
discipline.
3. Has learned procedure of personnel
   supervision.

**School and community**

1. Has learned how to develop good
   relationship between school and
   community.
2. Has learned how to coordinate and
   maintain a community and school
   joint venture.
3. Has learned the procedure to run and
   organize Parent Teacher Association.
4. Has learned about communication.

**Personal Qualities**

1. Has developed professional growth
   through training program.
2. Has learned participative approach
   of leadership.
3. Has learned personal and professional
   ethics in all relationships.
Rating Procedure

Scale
Outstanding = 3
Much better = 2
Better = 1
Poor = 0

1. The average marking in each category is multiplied by the percentage weight given in that area.
2. The weighted scores for each category is added.
3. The sum of the weighted score is directly applied to the merit position of participants.

<table>
<thead>
<tr>
<th>Average Marking</th>
<th>Percentage Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Administrative Skills
Instructional Leadership
Supervision
School and Community
Personal Qualities

Evaluator's Comments

Evaluator's Signature

Certification
A certificate would be presented to participant after the successful completion of training and their grade would also be mentioned on this certificate.
Tentative Schedule of Three Week In-service Training Program for Secondary School Heads in Pakistan

Week - 1

Day - 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop/Activity</th>
<th>Venue</th>
<th>Resource Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:15-08:25</td>
<td>Guidance from Holy Quran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:25-09:15</td>
<td>Introduction &amp; Pre-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09:15-10:15</td>
<td>Ideology of Pakistan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Management Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-01:00</td>
<td>Islamic Concept of Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01:00-01:15</td>
<td>Prayer Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01:15-02:30</td>
<td>Group Discussion (Management Theories in Education)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Day - 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop/Activity</th>
<th>Venue</th>
<th>Resource Person</th>
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</thead>
<tbody>
<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:40-09:40</td>
<td>Financial Rule &amp; Regulations</td>
<td></td>
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<tr>
<td>09:40-10:40</td>
<td>Budget: Common Problem &amp; Issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>Preparation of Budget &amp; Account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-01:00</td>
<td>Information technology &amp; Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01:00-01:20</td>
<td>Prayer Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02:35-03:05</td>
<td>Practical Activity (Preparation of Contingency Bill and Maintenance of Cash Book)</td>
<td></td>
<td></td>
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</tbody>
</table>

Day - 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop/Activity</th>
<th>Venue</th>
<th>Resource Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:40-09:40</td>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09:40-10:40</td>
<td>Delegation of Financial &amp; Administrative Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>Proper Utilization of Grants and Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-01:00</td>
<td>Computer Application in Education</td>
<td></td>
<td></td>
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<tr>
<td>01:00-01:20</td>
<td>Prayer Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02:35-03:05</td>
<td>Practical Activity (Preparation of Pay Bill and TA DA-Bills)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day - 4

08:15-08:40  Guidance from Holy Quran
08:40-09:40  Audit & Reconciliation Audit Observation
09:40-10:40  S.N.E, Excess & Surrender, Re-appropriation
10:40-11:40  Uses of Academic & Non-academic Resources
11:40-12:00  Break
12:00-01:00  Awareness of Computer System & Its Application
01:00-01:20  Prayer Break
01:20-02:35  Computer Lab
02:35-03:05  Resource Management (Brain Storming)

Day - 5

08:15-08:40  Guidance from Holy Quran
08:40-09:14  Institutional Planning
09:40-10:40  Decision Making Skills
10:40-11:40  Staff Relation Skills
11:40-12:00  Break
12:00-01:00  Stress Management
01:00-01:20  Prayer Break
01:20-02:35  Computer Lab
02:35-03:05  Decision Making Exercise (Role playing)

Day - 6

08:15-08:40  Guidance from Holy Quran
08:40-09:40  Methods of Developing Creativity
09:40-10:40  Analytical Thinking
10:40-11:40  Time Management
11:40-12:00  Break
12:00-01:00  Fundamentals of Microsoft Office
01:10-01:20  Prayer Break
01:20-02:35  Computer Lab
02:35-03:05  Practical Activity (Preparation of Time Table)

Week-2

Day - 7

08:15-08:40  Guidance from Holy Quran
08:40-09:40  Record Management
09:40-10:40  Assessment & Evaluation
10:40-11:40  Evaluating Teachers
11:40-12:00  Break
12:00-01:00  Uses of Internet
01:00-01:20  Prayer Break
01:20-02:35  Computer Lab
02:35-03:05  Issues in Performance Evaluation (group Discussion)

Development of Teachers Evaluation Report (Practical Activity)

Day - 8

08:15-08:40  Guidance from Holy Quran
08:40-09:40  Leadership
09:40-10:40  Leadership Theories
10:40-11:40  Leadership Theories in Education
11:40-12:00  Break
12:00-01:00  Leadership Style
01:00-02:20  Prayer Break
01:20-02:35  Computer Lab
02:35-03:05  Leadership Style (Role Playing)

Day - 9

08:15-08:40  Guidance from Holy Quran
08:40-09:40  Types of Conflict
09:40-10:40  Conflict Resolution
10:40-11:40  Types of Communication
11:40-12:00  Break
12:00-01:00  Communication Skills for Supervisor
01:00-02:20  Prayer Break
01:20-02:35  Computer Lab
02:35-03:05  Conducting Staff Meeting (Role Playing)

Day - 10

08:15-08:40  Guidance from Holy Quran
08:40-09:40  Community and School
09:40-10:40  Community Involvement Skills
10:40-11:40  School Council
11:40-12:00  Break
12:00-01:00  Problems & issues in School Council
01:00-02:20  Prayer Break
01:20-02:35  Computer Lab
02:35-03:05  Preparation of Agenda for Parents and Teachers Association Meeting

(Practical Activity)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
</tr>
<tr>
<td>08:40-09:40</td>
<td>Problems &amp; Issued Faced by Supervisors</td>
</tr>
<tr>
<td>09:40-10:40</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>Problems of Discipline in Schools</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Break</td>
</tr>
<tr>
<td>12:00-01:00</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>01:00-02:20</td>
<td>Prayer Break</td>
</tr>
<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>02:35-03:05</td>
<td>Case Studies on Discipline (From Participants)</td>
</tr>
</tbody>
</table>

**Day - 12**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
</tr>
<tr>
<td>08:40-09:40</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>09:40-10:40</td>
<td>Heads Role as an Instructional Leader</td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>Managing Change</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Break</td>
</tr>
<tr>
<td>12:00-01:00</td>
<td>management of Curriculum</td>
</tr>
<tr>
<td>01:00-02:20</td>
<td>Prayer Break</td>
</tr>
<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>02:35-03:05</td>
<td>Preparation of annual Academic Plan (Practical Activity)</td>
</tr>
</tbody>
</table>

**Day - 13**

*Educational and Recreational Visit*

**Day - 14**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
</tr>
<tr>
<td>08:40-09:40</td>
<td>Seminar (Educational Management in Pakistan)</td>
</tr>
<tr>
<td>09:40-10:40</td>
<td>Presentation of Research Article (From Participant)</td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>Case Studies of Different Institutions (From Participants)</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Break</td>
</tr>
<tr>
<td>12:00-01:00</td>
<td>Seminar (Record Management)</td>
</tr>
<tr>
<td>01:00-01:20</td>
<td>Prayer Break</td>
</tr>
<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
</tr>
</tbody>
</table>

**Day - 15**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
</tr>
<tr>
<td>08:40-09:40</td>
<td>Seminar (Stress Management in Schools)</td>
</tr>
<tr>
<td>09:40-10:40</td>
<td>Presentation of Research Article (From Participant)</td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>Case Studies of Different Institutions (From Participants)</td>
</tr>
</tbody>
</table>
11:40-12:00  Break
12:00-01:00  Seminar (Instructional Leadership)
01:00-01:20  Prayer Break
01:20-02:35  Computer Lab

Day - 16

08:15-08:40  Guidance from Holy Quran
08:40-09:40  Seminar (Decision making in Schools)
09:40-10:40  Presentation of Research Article (From Participant)
10:40-11:40  Case Studies of Different Institutions (From Participants)
11:40-12:00  Break
12:00-01:00  Seminar (Islamic Concept of Leadership)
01:00-01:20  Prayer Break
01:20-02:35  Computer Lab

Day - 17

08:15-08:40  Guidance from Holy Quran
08:40-09:40  Seminar (Administrative Guidelines for School Heads)
09:40-10:40  Presentation of Research Article (From Participant)
10:40-11:40  Case Studies of Different Institutions (From Participants)
11:40-12:00  Break
12:00-01:00  Seminar (Managing Conflicts in Schools)
01:00-01:20  Prayer Break
01:20-02:35  Computer Lab

Day - 18

08:15-08:40  Guidance from Holy Quran
08:40-10:40  Post-test
10:40-11:00  Break
11:00-12:30  Closing Ceremony

Note:
Seminar: Paper presentation from participants
Discussion: Group discussion in class
Activity: Practical work from participants

According to the suggestion of the doctoral committee a list of the experts in the relevant field was prepared and copies of this proposed program were given for expert opinion. These suggestions received were incorporated in this program. Details of these suggestions are given in the Appendix G.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>01:00-01:20</td>
<td>Prayer Break</td>
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<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>02:35-03:05</td>
<td>Issues in Performance Evaluation (group Discussion)</td>
</tr>
<tr>
<td></td>
<td>Development of Teachers Evaluation Report (Practical Activity)</td>
</tr>
<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
</tr>
<tr>
<td>08:40-09:40</td>
<td>Leadership</td>
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<tr>
<td>09:40-10:40</td>
<td>Leadership Theories</td>
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<tr>
<td>10:40-11:40</td>
<td>Leadership Theories in Education</td>
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<tr>
<td>11:40-12:00</td>
<td>Break</td>
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<tr>
<td>12:00-01:00</td>
<td>Leadership Style</td>
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<tr>
<td>01:00-02:20</td>
<td>Prayer Break</td>
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<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
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<tr>
<td>02:35-03:05</td>
<td>Leadership Style (Role Playing)</td>
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</tbody>
</table>

**Day - 9**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
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<tr>
<td>08:40-09:40</td>
<td>Types of Conflict</td>
</tr>
<tr>
<td>09:40-10:40</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>Types of Communication</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Break</td>
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<tr>
<td>12:00-01:00</td>
<td>Communication Skills for Supervisor</td>
</tr>
<tr>
<td>01:00-02:20</td>
<td>Prayer Break</td>
</tr>
<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>02:35-03:05</td>
<td>Conducting Staff Meeting (Role Playing)</td>
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**Day - 10**

<table>
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<tr>
<th>Time</th>
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<tr>
<td>08:15-08:40</td>
<td>Guidance from Holy Quran</td>
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<tr>
<td>08:40-09:40</td>
<td>Community and School</td>
</tr>
<tr>
<td>09:40-10:40</td>
<td>Community Involvement Skills</td>
</tr>
<tr>
<td>10:40-11:40</td>
<td>School Council</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Break</td>
</tr>
<tr>
<td>12:00-01:00</td>
<td>Problems &amp; Issues in School Council</td>
</tr>
<tr>
<td>01:00-02:20</td>
<td>Prayer Break</td>
</tr>
<tr>
<td>01:20-02:35</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>02:35-03:05</td>
<td>Preparation of Agenda for Parents and Teachers Association Meeting</td>
</tr>
<tr>
<td></td>
<td>(Practical Activity)</td>
</tr>
</tbody>
</table>
Suggested Readings

Sura Al-Fateha
Sura Al-Baqra: 1-6
Sura Al-Baqra: 177
Sura Al-Asar
Sura Al-Mominoon: 1-10
Sura Al-Hijrat
Sura Al-Tukasar
Sura Al-Haj: 1-5
Sura Al-Imran: 110, 164
Sura Al-Hadeed: 208
Sura Al-Nahal: 125
Sura Al-Mudasser: 1-5
Sura Al-Aleq
Sura Al-Saf 1-8


Allama Iqbal Open University. (2001). *Plan Implementation and Management (Unit 1-6)*. Open University Printing Press.


Letter of Transmittal to Secondary School Heads

Dated: 12-12-2001

To

Secondary School Heads

Dear Sir / Madam,

I am carrying out a research for Ph.D degree under the guidance of Prof. Dr. Muhammad Ibrahim Khalid at Institute of Education and Research, University of Punjab, Lahore. The study is concerned to determine the relationship between management competencies and school effectiveness.

Your school has been randomly selected to participate in the study. As you are employed as secondary school head by Govt. of Punjab, Education Department, you are better to provide valuable information for this research.

Please complete the enclosed questionnaire and return it in the self-addressed stamped envelope. Your response will be used only for research purposes.

It will be appreciated if you could complete the questionnaire as your first priority because other phases of my research can not be carried out until you extend your cooperation.

Yours sincerely

GHAZALA NOUREEN
Doctoral Student

Approved by:

Prof. Dr. Muhammad Ibrahim Khalid
Chairman,
Doctoral Dissertation
Institute of Education and Research
University of the Punjab, Quaid-i-Azam Campus, Lahore-2

Phone: 9231263

Appendix B

Letter of Transmittal to Secondary School Heads

Date: 10-4-2002

To

Secondary School Teachers,

Dear Sir/Madam,

I am carrying out a research for Ph.D degree under the guidance of Prof. Dr. Muhammad Ibrahim Khalid at Institute of Education and Research, University of Punjab, Lahore. The study is concerned to determine the relationship between management competencies and school effectiveness.

Your school has been randomly selected to participate in the study. As you are employed as secondary school teachers by Govt. of Punjab, Education Department, you are better to provide valuable information for this research.

Please complete the enclosed questionnaires and return it in the self-addressed stamped envelope. Your response will be used only for research purposes.

It will be appreciated if you could complete the questionnaires as your first priority because other phases of my research can not be carried out until you extend your cooperation.

Yours sincerely

GHAZALA NOUREEN
Doctoral Student

Approved by:

Prof. Dr. Muhammad Ibrahim Khalid
Chairman,
Doctoral Dissertation

Appendix: C
SCHOOL EFFECTIVENESS MEASURING QUESTIONNAIRE

This instrument consists of two parts. Part one is about the previous three years results of the school while part two consists of 20 statements about school performance.

Pervious three years result of matriculation examination conducted by Board of Intermediate & Secondary Education.

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<tr>
<th></th>
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<th>2000</th>
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<tbody>
<tr>
<td>Scale</td>
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<tr>
<td>Strongly Agree (SA)</td>
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<tr>
<td>Agree (A)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Disagree (D)</td>
<td>2</td>
<td></td>
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<tr>
<td>Strongly Disagree (SD)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SD  D  A  SA

1. Participation of school in co-curricular activities  1  2  3  4
2. School building is well lit and properly ventilated  1  2  3  4
3. School has facility of clean water  1  2  3  4
4. Timely coverage of the textual material by teachers  1  2  3  4
5. Regular conduct of internal examination  1  2  3  4
6. School staff has a commitment to maximize available learning time  1  2  3  4
7. Due to effective classroom planning maximum time is utilized  1  2  3  4
8. A climate of order and discipline has established in school  1  2  3  4
9. Students have favorable attitude towards learning  1  2  3  4
10. Conducive learning environment in school  1  2  3  4
11. Students attendance rate is high
12. Students and staff morale is high
13. Discipline in the classes
14. Staff members are evaluated regularly
15. Staff is competent and continues to grow and learn
16. Maintenance of school record
17. School head understand the process of instruction and accept the responsibility of instructional leadership
18. School head assists the school staff in implementing sound instructional practices
19. School head is competent administrator
20. School head has awareness of school objectives and try to achieve those objectives
HEAD COMPETENCIES ASSESSMENT SCALE
(FOR HEADS)

School Name........................................................................Rural/Urban

Professional Qualification..............................................Management
Experience........................................................................

Management Courses Attended.................................

Note: Given below is the list of activities in which you as a head of institution are generally involved. You have given five options. Please read each item carefully and encircle the numeral points which present your opinion.

Scale
Never (N) = 1
Rarely (R) = 2
Sometimes = 3
Frequently (F) = 4
Always (A) = 5

Being a Head of School you:

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>1. Keep financial account updates</td>
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<td>2. Exercise financial procedures involved in purchases</td>
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<td>3. Supervise important financial record under the charge of staff</td>
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<td>4. Understand the role of audit</td>
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<td>5. Arranges for the regular internal audit of cash charges</td>
<td>1</td>
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<td>6. Facilitate audit work of school</td>
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<td>7. Arranges for the orientation of concerned staff members on the procedure for the maintenance of cash books, ledgers and stock registers</td>
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<td>8. Supervise the office staff in the proper maintenance of record</td>
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<td>9. Evaluating the best use of resources</td>
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<td>10. Preparation of class wise and subject wise timeline</td>
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<td>11. Establishing procedures to regulate activities</td>
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<td>12. Meeting deadline</td>
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<td>13. Hold periodic meetings of teachers regarding coverage of syllabi</td>
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<td>14. Creating conditions to enhance staff commitment</td>
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<td>15. Accept responsibility at appropriate time</td>
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<td>16. Putting plan in to effect</td>
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<td>17. Identifying the needs of institution</td>
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<td>18. Evaluates own performance in achieving objectives</td>
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<td>19. Does not give easily</td>
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<td>20. Helping others to work more effectively</td>
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<td>21. Encourage staff to share their problems feelings and frustrations</td>
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<td>22. Involve teachers in different plan of school development</td>
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<td>23. Enhance the concept of team among staff to achieve school objectives</td>
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<td>25. Plans to raise the attendance rate of teachers and students</td>
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<td>26. Plans in time completion of textual material</td>
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<td>27. Plans to conduct examination in due times</td>
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<td>28. Preparation and implementation of institutional plan</td>
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<td>29. Completes task in time</td>
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<td>30. Demonstrates skill and pleasing in dealing people</td>
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<td>31. Acceptance of criticism with patience</td>
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<td>32. Tolerate disliked people</td>
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<td>33. Compromises where necessary</td>
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<td>34. Calms down people</td>
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<td>35. Give priority to important tasks</td>
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<td>36. Schedule planning on fixed and regular basis</td>
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<td>37. Watchful to people, change and ideas</td>
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<td>38. Keep eyes on school issues</td>
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<td>39. Evaluates student learning difficulties and try to remove them</td>
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<td>40. Evaluates the planning and implementation of curriculum programs</td>
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<td>41. Work according to policy, law and standard</td>
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<td>42. Clear understanding of the duties</td>
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<td>43. Work within the limit of authority</td>
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<td>44. Avoid sectarian prejudices</td>
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<td>45. Do justice with all school matters</td>
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<td>46. Resolve conflict justly</td>
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<td>47. Keep in view personality differences</td>
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<td>48. Understands the laws and implements</td>
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<td>49. Ignore external pressure at the time of decision</td>
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<td>50. Discuss the institutional plan with staff</td>
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<tr>
<td>51. Identifies the problems and difficulties in the efficient functioning of school</td>
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<td>52. Dispose of the in serviceable items periodically</td>
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<td>53. Striving for equity in all decision</td>
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<tr>
<td>54. Gathering data and facts to make decision</td>
<td>1</td>
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<td>55. Making timely decision</td>
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<td>56. Giving priority to significant decisions</td>
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<td>57. Ensures equality of treatment to all students and employees irrespective of sex, creed, cast and socio-economic status</td>
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<td>58. Identifying the needs and concern of others</td>
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<td>59. To provide suitable environment keeping in view ideas and concepts of various religious groups</td>
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<td>60. Prioritize resolving conflicts</td>
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<td>61. Addressing ethical issues within organization</td>
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<td>62. Diagnose the causes of low achievements of pupils</td>
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<td>63. Effectively supervises all the activities of school</td>
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<td>64. Supervises regularly the homework being done by pupils</td>
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<td>65. Regularly checks teacher diaries</td>
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<td>66. Evolve policy of self-assessment by teachers</td>
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<td>68. Providing feedback on performance</td>
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<tr>
<td>69. Review successes and failure of institutional plan of the previous year before planning for the new academic year</td>
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<td>70. Identifies the additional resources required for institution</td>
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<td>71. Establishment of committee's of staff members for different activities</td>
<td>1</td>
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<td>72. Plans School participation in games and science fairs</td>
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<td>73. Conduct survey of the school building, furniture facilities to identify major repairs</td>
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<td>74. Assess school's requirements for science laboratories, library and teaching aids</td>
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<td>75. Plans literary activities like debates, speech contest etc</td>
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<td>76. Plans for helping the needy students</td>
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<td>77. Collect information to know organizational rules and policy</td>
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<td>78. Makes information accessible to staff</td>
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<td>79. Enthuse teachers for higher performance</td>
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<td>80. Encourage teachers for participation in in-service teacher education</td>
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<td>81. Acts sympathetically with staff members</td>
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<td>82. Help teachers in seeking loan, grants and other duties</td>
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<td>83. Maintain human relationships with all employees of school</td>
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<tr>
<td>84. Identifying professional needs of staff</td>
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<tr>
<td>85. Facilitating programs to improve staff effectiveness</td>
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<td>86. Encourage staff development</td>
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<td>87. Maintain a close rapport with the local and voluntary organizations</td>
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<td>88. Gathering public support</td>
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<td>89. Establishing good relationship with influential groups</td>
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<td>90. Involve parents in school council</td>
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<td>91. Identifying several alternatives in problem solving</td>
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<td>92. Communicating organizational needs to staff and public</td>
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<td>93. Avoid ambiguous language while transmitting information</td>
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<td>94. To provide information about school to Education Department</td>
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<td>95. Continual connection with Education Department about different educational matters</td>
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<td>96. Planning of innovative and creative projects</td>
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<td>97. Encourage innovative and creative changes from subordinates</td>
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<td>98. Provide suitable environment for change</td>
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<td>99. Help teachers bring innovation and creativity in teaching</td>
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HEAD COMPETENCIES ASSESSMENT SCALE
(FOR TEACHERS)

School Name.................................................Rural/Urban........................................

Note: Given below is the list of activities in which your head as a leader of institution are generally involved. You have given five options. Please read each item carefully and encircle the numeral points which present your opinion.

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<td>2. Exercise financial procedures involved in purchases</td>
<td>1</td>
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<tr>
<td>3. Supervise important financial record under the charge of staff</td>
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<td>4. Understand the role of audit</td>
<td>1</td>
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<tr>
<td>5. Arranges for the regular internal audit of cash charges</td>
<td>1</td>
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<td>6. Facilitate audit work of school</td>
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<td>7. Arranges for the orientation of concerned staff members on the procedure for the maintenance of cash books, ledgers and stock registers</td>
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<td>8. Supervise the office staff in the proper maintenance of record</td>
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<td>9. Evaluating the best use of resources</td>
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<td>10. Preparation of class wise and subject wise timetable</td>
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<td>11. Establishing procedures to regulate activities</td>
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<td>12. Meeting deadline</td>
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<tr>
<td>13. Hold periodic meetings of teachers regarding coverage of syllabi</td>
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<td>14. Creating conditions to enhance staff commitment</td>
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<td>15. Accept responsibility at appropriate time</td>
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<tr>
<td>16. Putting plan in to effect</td>
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<td>17. Identifying the needs of institution</td>
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<td>18. Evaluates own performance in achieving objectives</td>
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<td>19. Does not give easily</td>
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<td>20. Helping others to work more effectively</td>
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<td>21. Encourage staff to share their problems feelings and frustrations</td>
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<td>22. Involve teachers in different plan of school development</td>
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<td>23. Enhance the concept of team among staff to achieve school objectives</td>
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<td>25. Plans to raise the attendance rate of teachers and students</td>
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<td>26. Plans in time completion of textual material</td>
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<td>27. Plans to conduct examination in due times</td>
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<td>28. Preparation and implementation of institutional plan</td>
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<td>29. Completes task in time</td>
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<td>30. Demonstrates skill and pleasuring in dealing people</td>
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<td>31. Acceptance of criticism with patience</td>
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<td>32. Tolerate disliked people</td>
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<td>33. Compromises where necessary</td>
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<td>34. Calms down people</td>
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<td>35. Give priority to important tasks</td>
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<td>36. Schedule planning on fixed and regular basis</td>
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<td>37. Watchful to people, change and ideas</td>
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<td>38. Keep eyes on school issues</td>
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<tr>
<td>39</td>
<td>Evaluates student learning difficulties and try to remove them</td>
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<td>Evaluates the planning and implementation of curriculum programs</td>
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<td>41</td>
<td>Work according to policy, law and standard</td>
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<td>Clear understanding of the duties</td>
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<td>Work within the limit of authority</td>
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<td>Avoid sectarian prejudices</td>
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<td>45</td>
<td>Do justice with all school matters</td>
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<td>46</td>
<td>Resolve conflict justly</td>
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<td>47</td>
<td>Keep in view personality differences</td>
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<td>48</td>
<td>Understands the laws and implements</td>
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<td>49</td>
<td>Ignore external pressure at the time of decision</td>
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<td>50</td>
<td>Discuss the institutional plan with staff</td>
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<td>51</td>
<td>Identifies the problems and difficulties in the efficient functioning of school</td>
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<td>52</td>
<td>Dispose off the in serviceable items periodically</td>
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<td>53</td>
<td>Striving for equity in all decision</td>
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<tr>
<td>54</td>
<td>Gathering data and facts to make decision</td>
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<td>2</td>
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<td>55</td>
<td>Making timely decision</td>
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<td>56</td>
<td>Giving priority to significant decisions</td>
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<td>57</td>
<td>Ensures equality of treatment to all students and employees irrespective of sex, creed, cast and socio-economic status</td>
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<td>58</td>
<td>Identifying the needs and concern of others</td>
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<td>59</td>
<td>To provide suitable environment keeping in view ideas and concepts of various religious groups</td>
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<td>60</td>
<td>Prioritize resolving conflicts</td>
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<td>61</td>
<td>Addressing ethical issues within organization</td>
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<td>62</td>
<td>Diagnose the causes of low achievements of pupils</td>
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<td>63</td>
<td>Effectively supervises all the activities of school</td>
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<tr>
<td>64</td>
<td>Supervises regularly the homework being done by pupils</td>
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<tr>
<td>65</td>
<td>Regularly checks teacher diaries</td>
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<td>66.</td>
<td>Evolve policy of self-assessment by teachers</td>
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<tr>
<td>68.</td>
<td>Providing feedback on performance</td>
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<tr>
<td>69.</td>
<td>Review successes and failure of institutional plan of the previous year before planning for the new academic year</td>
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<td>70.</td>
<td>Identifies the additional resources required for institution</td>
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<td>71.</td>
<td>Establishment of committee's of staff members for different activities</td>
<td>1</td>
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<tr>
<td>72.</td>
<td>Plans School participation in games and science fairs</td>
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<tr>
<td>73.</td>
<td>Conduct survey of the school building, furniture facilities to identify major repairs</td>
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<td>74.</td>
<td>Assess school's requirements for science laboratories, library and teaching aids</td>
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<tr>
<td>75.</td>
<td>Plans literary activities like debates, speech contest etc</td>
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<tr>
<td>76.</td>
<td>Plans for helping the needy students</td>
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<tr>
<td>77.</td>
<td>Collect information to know organizational rules and policy</td>
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<td>78.</td>
<td>Makes information accessible to staff</td>
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<tr>
<td>79.</td>
<td>Enthuse teachers for higher performance</td>
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<tr>
<td>80.</td>
<td>Encourage teachers for participation in in-service teacher education</td>
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<tr>
<td>81.</td>
<td>Acts sympathetically with staff members</td>
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<td>82.</td>
<td>Help teachers in seeking loan, grants and other dues</td>
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<tr>
<td>83.</td>
<td>Maintain human relationships with all employees of school</td>
<td>1</td>
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<tr>
<td>84.</td>
<td>Identifying professional needs of staff</td>
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<td>85.</td>
<td>Facilitating programs to improve staff effectiveness</td>
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<td>86.</td>
<td>Encourage staff development</td>
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<td>87.</td>
<td>Maintain a close rapport with the local and voluntary organizations</td>
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<td>88.</td>
<td>Gathering public support</td>
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<td>89.</td>
<td>Establishing good relationship with influential groups</td>
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<td>90.</td>
<td>Involve parents in school council</td>
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<td>91.</td>
<td>Identifying several alternatives in problem solving</td>
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<tr>
<td>92. Communicating organizational needs to staff and public</td>
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<td>93. Avoid ambiguous language while transmitting information</td>
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<td>94. To provide information about school to Education Department</td>
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<td>95. Continual connection with Education Department about different educational matters</td>
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<td>96. Planning of innovative and creative projects</td>
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<tr>
<td>97. Encourage innovative and creative changes from subordinates</td>
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<td>98. Provide suitable environment for change</td>
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<tr>
<td>99. Help teaches bring innovation and creativity in teaching</td>
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</table>
SUGGESTIONS RECEIVED FROM EDUCATIONAL EXPERTS

Following suggestions were received from experts and incorporated in proposed in-service training programme for school heads

1. Specific skills should be included in specific objectives.
2. Some more personal qualities should be added in content
3. Participants should be 30 to 40
4. Small project and educational trip should be incorporated in methodology
5. There should be a emphasis on teaching skills as a part of instructional leadership
6. more detailed significance of programme should be given
7. Pre-test should be incorporated
8. There should be concrete incentives for participants
9. Training agencies should be nominated
10. Duration of programme should be three weeks
NAME OF SAMPLED SCHOOLS INCLUDED IN ANALYSIS

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Names of Schools</th>
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<tbody>
<tr>
<td>1.</td>
<td>Govt.High School Chak No. 142/6-R, Bahawalnagar</td>
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<td>Govt.High School Chak No. 123/6-R, Bahawalnagar</td>
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<td>Govt.High School Faqirwali, Bahawalnagar</td>
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<td>5.</td>
<td>Govt.Girls High School Chak No. 165/7-R, Bahawalnagar</td>
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<td>7.</td>
<td>Govt.High School Khechiwala, Bahawalnagar</td>
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<td>8.</td>
<td>Govt.Girls High School Chistian, Bahawalnagar</td>
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<td>Govt.High School Fortabbas, Bahawalnagar</td>
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<td>10.</td>
<td>Govt.Girls High School Haroonabad, Bahawalnagar</td>
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<td>11.</td>
<td>Govt.Girls High School, Bahawalpur</td>
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<td>12.</td>
<td>Govt.High School Ahmedpure East, Bahawalpur</td>
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<tr>
<td>13.</td>
<td>Govt.Girls High School Hasilpure, Bahawalpur</td>
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<td>14.</td>
<td>Govt.High School Yezman, Bahawalpur</td>
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<td>15.</td>
<td>Govt.Girls High School Liaqatpure, Rahimyar Khan</td>
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<td>Govt.Girls High School Sadiqabad, Rahimyar Khan</td>
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<td>17.</td>
<td>Govt.Com.High School, D. G. Khan</td>
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<td>18.</td>
<td>Govt.Boys High School, D. G. Khan</td>
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<td>19.</td>
<td>Govt.High School Aliawala, D. G. Khan</td>
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<td>23.</td>
<td>Govt.High School Chubara, Leeyah</td>
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<td>24.</td>
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<td>25.</td>
<td>Govt.High School Karor, Leeyah</td>
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<td>26.</td>
<td>Govt.Girls High School Alipure, Muzaffergarh</td>
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<td>Govt.Girls High School, Rajenpura</td>
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<td>Govt. High School Rojhlan, Rajenpura</td>
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<td>35.</td>
<td>Govt.Girls High School Chak No. 39 GB, Faisalabad</td>
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<td>36.</td>
<td>Govt.Girls High School Neighlanpura, Faisalabad</td>
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<td>37.</td>
<td>Govt.Muslim Girls High, Faisalabad</td>
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38. Govt. Girls High People Colony, Faisalabad
39. Govt. Muslim High School, Faisalabad
40. Govt. High School Chak No. 313 GB, Faisalabad
41. Govt. High School Satiana, Faisalabad
42. Govt. Girls High School Satiana, Faisalabad
43. Govt. High School Jaranwala, Faisalabad
44. Govt. Girls High School Summandari, Faisalabad
45. Govt. High School Chak Jhumara, Faisalabad
46. Govt. Girls High School Chiniot Jhang
47. Govt. High School Kanewala, Jhang
48. Govt. High School Kandiwal, Jhang
49. Govt. Girls High School Shorekot Cantt
50. Govt. High School Gojera T.T Singh
52. Govt. Islamia Secondary School, T.T Singh
53. Govt. Latif High School, T.T Singh
54. Govt. Model High School, T.T Singh
55. Govt. Girls High School Rajhana, T.T Singh
56. Govt. Islamia High School Chak. No. 408, T.T Singh
57. Govt. Girls High School Noenki, Gujranwala
58. Govt. Girls High School No.1, Gujranwala
59. Govt. Hakim Bibi Girls High School, Gujranwala
60. Govt. Boys High School Malikwala, Gujranwala
62. Govt. High School G.T Road, Gujranwala
63. Govt. Syed Girls High School, Gujranwala
64. Govt. High School Kamoki, Gujranwala
65. Govt. Girls High School Wazirabad, Gujranwala
66. Govt. Islamia Girls High School Khunjha, Gujrat
67. Govt. Girls Sultan Bakish High School, Gujrat
68. Govt. Girls High School Sam Alamghir, Gujrat
69. Govt. High School, Kharran Cantt, Gujrat
70. Govt. High School Daska, Sialkot
71. Govt. High School Pasrur, Sialkot
72. Govt. High School Siranwali, Sialkot
73. Govt. Awami High School Sitra, Sialkot
74. Govt. High School Zaferwal, Sialkot
75. Govt. High School Ahmedabad, Narowal
76. Govt. Girls High School Ahmedabad, Narowal
77. Govt. High School Shakargarh, Narowal
78. Govt. High School Kassesewala, Hafizabad
79. Govt. High School Hafizabad
80. Govt. Girls High School Pindi Bhattian, Hafizabad
81. Govt. High School Talibwala, Hafizabad
82. Govt. Sir Syed High School, Mundi Balochdin
83. Govt. Girls Public High School, Mandi Bahuddin
84. Govt. High School Bosal, Mandi Bahuddin
85. Govt. High School Chak No.27, Mandi Bahuddin
86. Govt. Girls High School, Mandi Bahuddin
87. Govt. High School Phalia, Mandi Bahuddin
88. Govt. Girls High School Chunian, Kasure
89. Govt. High School Mustafa Abad, Kasure
90. Govt. High School Bohepewai, Kasure
91. Govt. Girls High School Patoki, Kasure
92. Govt. High School Depalpure, Okara
93. Govt. High School Kamman, Okara
94. Govt. Girls High School, Okara
95. Govt. Sutlaj High School, Okara
96. Govt. Girls High School Doctorwala, Sheikhupura
97. Govt. Girls High School Faizpura Khurd, Sheikhupura
98. Govt. Technical Girls High School Sangla Hill, Sheikhupura
99. Govt. Girls High School No.2, Sheikhupura
100. Govt. High School Burj Attari, Sheikhupura
101. Govt. Girls High School Nankana Sahib, Sheikhupura
102. Govt. High School Warburton, Sheikhupura
103. Govt. High School Bheani, Multan
104. Govt. Girls High School Budhla Multan
106. Govt. Muslim High School, Multan
107. Govt. High School Kot Ghram, Multan
108. Govt. High School Iyyaz Abad Murail, Multan
109. Govt. High School, Shuja Abad
110. Govt. Girls High School, Jalalpur Pirwala
111. Govt. Girls High School, Burewala
112. Govt. Model High School, Khanewal
113. Govt. M.C High School, Khanewal
114. Govt. High School, Renala Khurd
115. Govt. Model High School, Mian Channu
116. Govt. Girls High School, Mian Channu
117. Govt. High School Chak No. 125 15-L, Mian Channu
118. Govt. High School Chak No. 102 15-L, Mian Channu
119. Govt. Moin-ul-Islam High School, Mian Channu
120. Govt. Crescent Girls High School, Chichawatnī
121. Govt. Girls High School Chak No. 109 7-R, Chichawatnī
122. Govt. High School Chak No. 108 7-R, Chichawatnī
123. Govt. High School Chak No. 16 7-R, Chichawatnī
124. Govt. High School Chak No. 110 7-R, Chichawatnī
125. Govt. Rai Niaz High School, Chichawatnī
126. Govt. High School, Sahiwal
127. Govt. Batala High School, Sahiwal
128. Govt. Girls High School Arifwala, Sahiwal
129. Govt. High School, Pakpattan, Sahiwal
130. Govt. Pilot Secondary School, Attock
132. Govt. High School Mullan Mansor, Attock
133. Govt. High School Sarag Salar, Attock
134. Govt. Girls High School, Attock
135. Govt. High School, Fateh Jhang
136. Govt. Girls High School, Fateh Jhang
137. Govt. Girls High School, Pindi Gheb
138. Govt. High School Hasenabadal
139. Govt. High School No.1, Jhelum
140. Govt. Girls High School, Jhelum
141. Govt. Girls High School Dina, Jhelum
142. Govt. High School Sohawa, Jhelum
143. Govt. High School Lehari, Jhelum
144. Govt. Girls High School Pind Daden Khan, Jhelum
145. Govt. Girls High School Khauta, Rawalpindi
146. Govt. High School Khauta, Rawalpindi
147. Govt. Girls High School Balala, Rawalpindi
148. Govt. High School Doobern Khurd, Rawalpindi
149. Govt. High School Hanesar, Rawalpindi
150. Govt. Girls High School Xara, Rawalpindi
151. Govt. High School Matore, Rawalpindi
152. Govt. High School Beore, Rawalpindi
153. Govt. Girls High School Jabber, Rawalpindi
154. Govt. Girls High School Bagh Sardaran, Rawalpindi
155. Govt. Comp. High School, Rawalpindi
156. Govt. Girls High School Teli Mullah, Rawalpindi
157. Govt. Girls High School Westrage, Rawalpindi
158. Govt. Girls High School No.1, Rawalpindi
159. Govt. Liquat Girls High School Banghish Colony, Rawalpindi
160. Govt. Girls High School Murree, Rawalpindi
161. Govt. High School Taxila, Rawalpindi
162. Govt. High School Kotli Sattian, Rawalpindi
163. Govt. M.C Boys High School Gujer Khan, Rawalpindi
164. Govt. Islamia High School Gujer Khan, Rawalpindi
165. Govt. Qadria High School Gujer Khan, Rawalpindi
166. Govt. Girls High School Gujer Khan, Rawalpindi
167. Govt. High School No.2, Chakwal
168. Govt. Girls High School, Chakwal
169. Govt. High School Tala Gang, Chakwal
170. Govt. Girls High School Choa Saiden Shah, Chakwal
171. Govt. High School, Bhakkar
172. Govt. Girls High School, Bhakkar
173. Govt. High School Mankera, Bhakkar
174. Govt. High School Kalor Kot, Bhakkar
175. Govt. Girls High School Daria Khan, Bhakkar
176. Govt. High School Roday, Bhakkar
177. Govt. High School Punjgrain, Bhakkar
178. Govt. High School Haiderabad, Bhakkar
179. Govt. High School, Khushab
180. Govt. Girls High School Noshera, Khushab
181. Govt. Girls High School, Joharabad, Khushab
182. Govt. High School Noorpure Thal, Khushab
183. Govt. High School, Rangpure Baghere, Khushab
184. Govt. Girls High School, Adhi Kot, Khushab
185. Govt. Girls High School Adahi Sergel, Khushab
186. Govt. High School Mateela, Sargodha
187. Govt. Girls High School Chak. No.11SB, Sargodha
188. Govt. Girls High School Bhagtanwala, Sargodha
189. Govt. Girls High School Chak. No27 SB, Sargodha
190. Govt. Comp, High School, Sargodha
191. Govt. Girls High School Shahpure Sader, Sargodha
192. Govt. Girls Pilot High School, Sargodha
193. Govt. High School Laksian, Sargodha
194. Govt. High School Chak No. 29 SB, Sargodha
195. Govt. Girls High School Laliani, Sargodha
196. Govt. Girls High School Muzamabad, Sargodha
197. Govt. Girls High School Chak No.99 SB, Sargodha
198. Govt. High School Silanwali, Sargodha
199. Govt. High School Chak No. 98 NB, Sargodha
200. Govt. High School Chak No. 71 SB, Sargodha