

IMPACT OF THEMATIC RESEARCH GRANT TRAINING ON THE EDUCATION POLICY, LEADERSHIP AND MANAGEMENT PRACTICES OF HEADS OF SCHOOLS OF DISTRICT LAKKI MARWAT

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Abstract

Thematic Research training is a training program for the heads of middle, high and higher secondary schools sponsored by Higher education Commission Islamabad. The present study was conducted to analyze the Impact of thematic research grant training on the Education policy, leadership and management practices of heads of schools of District Lakki Marwat. The research hypothesizes that there is no significant difference between the education policy, leadership and management skills of heads before and after the training, the differences of skills across the gender and locality were tested. All the heads of middle, high, and higher secondary schools of Lakki Marwat were the population of the study. Multi stage sampling was used. At the first stage a stratified random sample of 85 heads (Male and Female) was selected out of total 179 School heads. At the 2nd stage a representative stratified random sampling was used for the selection of male and female heads. 40 males and 45 female heads were selected randomly. The result shows that there is a significant effect of training on the education policy leadership and management skills of heads of schools.

Keywords: *HEC, Thematic Research, Education policy, Leadership and Management*

INTRODUCTION

Training regarding the Education Policy, Leadership and Management for the 21st century is training and research program designed for Teachers/Administrators and school leaders at all levels of educational organizations who wish to develop their abilities as educational leaders and managers to face the challenges of 21st century. As there are lots of challenges to schools in southern parts of the KPK, including the security challenges at the top, and lack of leadership and management skills of the heads of schools. Therefore through this project, it is hypothesized to minimize or eliminate all sorts of challenges and problems through seminars of awareness, training workshops and discussions. Leadership and management of the school and colleges have range of dilemmas (Bush & Coleman, 2000). Among the other problems lack of management and leadership skills is an important challenge for the administrators. The research studies show that there is a need of modern trends in the leadership. The (Harris, 2002) suggested that a fundamental re-conceptualization of leadership is required.

There are lots of problems in this particular area, such as lack of skills of the leaders and administrators, Security management, Efficient utilization of advance technologies; Promotion of character building through education, over-crowding, utilization of equipment's (Antriep, Kandasamy & Blaton, 2004), Lack of time available for management task (Bush & Coleman, 2000). Research gives rise to curiosity and a desire to look for and find better solution to the problems. There is a lack of research on this area, its key issues and the new challenges due to lack of funding (Memon, Joubish & Khurram, 2010). As the above discussion shows that Education Policy, Leadership and Management for the 21st century is a neglected area and there are a few studies in Pakistan which could be counted on finger tips, therefore, the researcher felt dire need and curiosity for conducting the research in this particular area.

Statement of the problem

One of the most important problems of education discipline is the lack of skills of heads of Schools regarding education policy, Leadership and management. Most of the Schools are suffering from these skills due to which the achievement of schools is falling day by day. Thematic research training is one of the training arranged by Gomal University under the Sponsorship of higher education commission (HEC) to enhance the education policy, leadership and management skills of heads of schools. This research looks into the effects of this training on the education policy, leadership and management skills of heads of schools.

Objectives of the study

Following were the main objectives of the study

- To find the different between the education policy, leadership and management skills of heads before and after the training.
- To find the difference between the education policy, leadership and management skills of male and female heads
- To find the difference between the education policy leadership and management practices of rural and urban heads

Null Hypotheses

Following were the major null hypotheses of the study.

H₀₁: There is no significant difference between the education policy, Leadership and management skills of heads before and after the training.

H₀₂: There is no significant difference between the education policy, Leadership and Management skills of male and female heads of the school.

H₀₃: There is no significant difference between the education policy, Leadership and management skills of ruler and urban heads of schools.

Significance of the study

This study is significant due to the following reasons

- This study will tell us about impact of thematic research grant training on the education policy, leadership and management practices of heads of schools.
- This study will tell us the level of education policy, leadership and management practices of heads of school and then through the training the short comings were removed up to possible extent.

LITERATURE REVIEW

Education policy

Pakistan achieved independence from British rule in August 1947. Although in the British period the struggle was made for education but this was limited to few areas, the majority Pakistani regions could not get the higher literacy rate. At independence, 85 percent of the population was illiterate and there was no education policy for the future of education for the new developed country. Therefore a National Education Conference was convened the same year, according to which the primary education should be focused and universalization of primary education should be achieved within a period of 20 years. Therefore the universal primary education is till now the focus of all the governments. Although many efforts have been made in different education policies of the country for the uplift of literacy rate but the desired rate have not been achieved till now (Bengali, 1999).

The review of the different education policies since 1947 is made: The first National Educational Conference held in Karachi in 1947 recommended the future aims of education in the country but it remain up to the documents and could not achieved its goals. In 1959 Notational Commission the compulsory education was recommended similarly 1969 Education policy emphasized adult literacy but both efforts could not get the required recommendations. The New Education, Policy 1970 recommended a new shift of education towards the technical, vocational and scientific education for middle skilled. Later on a new Education Policy, 1972 anticipated universal primary education for boys and girls by the years 1979 and 1984 respectively, and recommended the extension of same up to middle level in the next three years. Similarly many efforts have been made in many educational policies including National Education Policy 1979 which emphasized the universal primary education, Mosque Schools', 'Mohallah Schools' for

girls on a large scale. Again in 1992 a new education policy was announced which focused on the privatization. Recently, the review process for the National Education Policy 1998-2010 is made and the first document, the White Paper was finalized in March 2007. In summary no policy could get the real implementation at the gross root level and mainly remain up to the documents.

Educational Leadership and Management in the 21st century

In the age of increasing globalization, rapid technological innovation and a growing knowledge workforce, the primary task for management today is the leadership of change. The Schools must be able to adopt the changes occurring in the world. Apart from their pivotal task the school leaders must be vigilant to look for new changes. They should keep their vision broad and should be able to equip themselves with the new trends so that they could be able to cope with the challenges of the 21st century. The nature of work has become more demanding for individuals in senior-level management positions, according to Reynolds (2004) the leaders in the 21st century needed to be more hands-on than their 20th century predecessors. Reynolds also advocated that the new leaders should focus on the results and outcomes of the organizations rather than the strategies.

A survey was made whose results revealed that the strong leadership is the key to the institutional success in the 21st century (Wells & Hejna, 2009). Competencies for 21st century leadership are the external awareness, self-awareness, delegation, decision making, and talent management. The educational leadership and management become the focus of discussion of many forums, seminars and workshops because the quality of leadership makes a significant difference to school and student outcomes. It is now widely accepted that the schools should be provided the effective leaders and managers if we have to cope with the needs, demands and challenges of the 21st century. The demand of the 21st century could not be fulfilled without the effective leadership of great vision and inspiration.

RESEARCH METHODOLOGY

Population

All the heads of middle, high, and higher secondary schools of Lakki Marwat comprised the population of the study. There are total 179 school Heads of Middle, High and Higher Secondary Schools of District Lakki Marwat.

Sampling

According to (Gay & Airasian, 2003) random sampling is the best single way to obtain a representative sample. No technique, not even random sampling guarantees a

representative sample. Gay also agrees that stratified random sampling is an appropriate methodology in order to make proportionate, and therefore meaningful, comparisons between sub-groups in the population. In the present study multi stage sampling is used. At the first stage a stratified random sample of 85 heads was selected out of total 179 School heads. At the 2nd stage a stratified random sampling is used for the selection of male and female heads. 40 males and 45 female heads were selected randomly. Among the overall 85 heads, the 56 were rural and 29 were urban.

Instrumentation

Questionnaire was used as an instrument for the collection of data before and after the training. This questionnaire has three options: Know well, need improvement, and don't know. The total no of questions in the questionnaire was 14. The reliability of questionnaire was calculated through Cronbach's Alpha method which was 0.94. The final version of the questionnaire was used before and after the training to know the level of education policy, leadership and management skills of heads before and after training.

DATA ANALYSIS

The descriptive (Mean, SD) as well as the inferential (t-test) Statistics were applied for the analysis of data.

Testing of Hypothesis

H₀₁: There is no significant difference between the education policy, Leadership and management practices of heads before and after the training.

Table 1 showing the mean difference between the Score before training and after training regarding Education policy, leadership and management

Training	Mean	N	Std. Deviation	p
Before	12.6003	14	7.74639	0.000
After	56.1345	14	7.94483	

The above table shows that $p=0.000 < 0.05$ which indicates that there is a significant difference between the two groups. The mean of after training is greater than mean before training which means that there is a significant impact of training on the education policy, Leadership and management skills of heads of schools.

H₀₂: There is no significant difference between the education policy, Leadership and Management practices of male and female heads of the school.

Table 2 Showing the mean difference between the Male and Female regarding Education policy, leadership and management practices after training

Gender	N	Mean	Std. Deviation	p
Male	40	27.8571	15.86776	0.001
Female	45	11.6679	4.03059	

The above table shows that $p=0.000 < 0.05$ which indicates that there is a significant difference between the two groups. The mean of Male is greater than Female which means that the Male heads skills were more improved after training than the Female.

H_{03} : There is no significant difference between the education policy, Leadership and management practices of rural and urban heads of schools.

Table 3 Showing the mean difference between the Rural and Urban regarding Education policy, leadership and management practices after training

Gender	N	Mean	Std. Deviation	p
Rural	56	59.8214	22.61754	0.000
Urban	29	15.4360	9.36818	

The above table shows that $p=0.000 < 0.05$ which indicates that there is a significant difference between the two groups. The mean of Rural is greater than Urban which means that the Rural heads skills were more improved after training than the Urban.

FINDINGS

- The data analysis shows that $p=0.000 < 0.05$ which indicates that there is a significant difference between the two groups. The mean of after training is greater than mean before training which means that there is a significant impact of training on the education policy and leadership skills of heads of schools (table 1).
- The data analysis shows that $p=0.000 < 0.05$ which indicates that there is a significant difference between the two groups. The mean of Male is greater than Female which means that the Male heads skills were more improved after training than the Female (table 2).
- The data analysis shows that $p=0.000 < 0.05$ which indicates that there is a significant difference between the two groups. The mean of Rural is greater than Urban which means that the Rural heads skills were more improved after training than the Urban (table 3).

CONCLUSIONS

The result shows that there is a significant effect of training on the education policy, leadership and management skills of heads of schools. The analysis of gender difference shows that there is a significant difference between the two groups. The Male performed significantly better than the female. The result also shows that the Rural heads skills regarding education policy leadership and management were more improved after training than the Urban. In-service trainings are recommended for the heads of Middle, High and Higher Secondary Schools to increase their skills in the field of education policy, leadership and management so that they could increase their capabilities and efficiency at the school level.

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