

THE PLANNING SKILL OF INDUCTEE AND PROMOTEE HEADS OF SECONDARY & HIGHER SECONDARY SCHOOLS (A CASE STUDY OF KPK PAKISTAN)

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ABSTRACT

Planning is the back bone of any organization. Education is the production of a generation for future responsibilities. This great task is impossible without appropriate planning. Planning is the conceptual skill of management whereby, future strategy is established, and alternatives are devised in order to redirect attention to another alternative if the first one fails to get goals. The main objectives are to compare the management competency of planning of the heads on the variables of school type, designation, qualification, total experience and experience in the present school. It also aims to explore the impact of management competency of planning of inductee and promotee heads. The results shows different point of view of heads and teachers. Inductee heads showed best according to their own point of view but teachers responses showed opposite and declared promotee as better than inductees. The researcher recommends that training in planning competency should be given to all heads to have effective school management.

INTRODUCTION

Management of education is the ‘summon bonum’ of the field of education. The mutual relationship between the management of education and its products is very close. Education is to serve the society and the task of management is the improvement of educational institutions.

The educational environment of the institutions shows the competencies and efficiencies of the principals. Different principals make use of various kinds of behaviors for the achievement of the desired goals and objectives. The role of principal or headmaster as a managerial leader is critical in creating school conditions that lead to higher academic performance, conditions such as setting high standards/goals, planning and coordinating with staff having an orientation towards innovation, frequent monitoring of staff and involving parents through communicating.

An organization recruits workers with good relations skill. Developing good human

relationship skills will be better prepared to deal effectively with human relation problem; peoples are complex and different and can be work with others under some restrictions. If a person wanted to get a head in organization, it is important to do a good job, but it must be important that people like them. No one can tell you exactly that how to be liked by others. People who try too hard are usually not well liked Lussier R.N (2002).

It is concerned with what, how, and when things need to be done. Planning process begins with eight- step strategies, it consists of the following activities, identifying your overall purpose, or mission and vision statement, analyzing the environment for opportunities and threats, assessing your strengths and weaknesses, formulating specific operational objectives, deciding on strategies to implement the plan, and determining how to evaluate results (Robbins and Hunsaker, 2007).

Delbecq et al. (1971) are of the opinion that planning is a process of determining

objectives and selecting a future course of action to accomplish them. The planning process requires managers to assume the role of a fortune teller. However in attempting to predict the future, managers are more likely to pour over reams of computers rather than to gaze into a crystal ball. None the less, the goal is the same: to determine what might happen in the future of this or that course of action is adopted.

Planning involves defining the organizational objectives or goals, establishing an overall strategy for achieving those goals, and developing a hierarchy of plans to integrate and coordinate activities (Robbins and Coulter, 1999).

- Planning includes defining goals, establishing strategy, and developing plans to coordinate activities. To plan means to study the future and arrange the plan of operations.
- Planning establishes coordinated effort. It gives direction to managers and Non managers alike. When employees know where the organization is going and what they must contribute to reach the objective, they can coordinate their activities, cooperate with each other, and work in teams. Without planning, departments might be working at cross purposes, preventing the organization for moving efficiently toward its objectives.
- Planning reduces uncertainty by forcing managers to look ahead, anticipate change, consider the impact of change, and develop appropriate responses. It also clarifies the consequences of actions managers might take in response to change.

- In addition, planning reduces overlapping and wasteful activities. Coordination before the fact is likely to pinpoint waste and redundancy. Furthermore, when means and ends are clear, inefficiencies become obvious and can be corrected or eliminated.
- Finally, planning establishes objectives or standards that are used in controlling. If we are unsure of what we are trying to achieve, how can we determine whether we have actually achieved it. In planning, we develop the objectives. Then, in the controlling function, we compare actual performance against the objectives, identify any significant deviations, and take the necessary corrective action. Without planning, there would be no way to control (Pearce et al, 1987).

Planning including identifying goals, objectives, methods, resources needed to carry out methods, responsibilities and dates for completion of tasks. Examples of planning are strategic planning, business planning, project planning, staffing planning, advertising and promotions planning (Dale et al, 2008).

According to Sanghi (2007) it is a fact that planning takes time; effective managers' finds hideaways and private moments in which to do their planning. Otherwise they become firefighters, spending their tending to emergencies instead of preventing them. It is futile for a manager to attempt to perform other management functions without having a plan. Unfortunately, many managers become frustrated with the uncertainties associated with planning. Some adopt the attitude: how I can predict the future or if I cannot be exactly correct, I am not going to do it. Others view planning as something to do

when there is nothing else to do. These managers do not usually perceive any link between planning and performance. Another reason for avoiding planning is that it is hard work that usually requires considerable time and energy.

Planning is the process by which managers set objectives, make an overall assessment, and develop various courses of action with a view to achieving organizational objectives. It is a continuous function that directs the organizational objectives (Haynes and Mukherjee, 2001).

Goal determination is an important part of the planning process. As we have pointed out previously effective teams have clear goals. It's important that team members understand and accept the team's goals. Whether these goals are provided for the team, as in the case of the reengineering teams in our opening dilemma that was given the task of redesigning work processes, or whether the team develops its own goals, every team member need to know what the goals are. One easy way to check on their understanding of the goals is to have each team member write down the team's goals, then collect and analyze their statements for accuracy and consistency. If there are misconceptions about the team's goals, a team meeting can be called to clear them up (Enlen, 1993).

Planning bridges the gap from where we are to where we want to go. It makes it possible for things to occur what would not otherwise happen. Although we can seldom predict the exact future and although factors beyond our control, may interfere with the best-led plans, unless we plan, we are leaving events to chance. Planning is an intellectually demanding process; it requires that we consciously determine courses of action and base our decisions on purpose, knowledge, and considered estimates (Steiner, 1969).

The real difficulties of planning arise primarily in sharpening and giving meaning to objectives and critical premises, seeing the nature and relationships of the strengths and weaknesses of alternatives, and communicating goals and premises to those throughout the enterprise who must plan (Steiner, 1969).

RESEARCH PROCEDURE

The major purpose of the study was to explore the difference of planning competency of inductee and promoteeschool heads. All the teachers and heads of the secondary and higher secondary schools of Khyber Pakhtunkhwa Province of Pakistan were taken as population of the study. Sample was selected randomly. Five hundred teachers and heads from province of Khyber Pakhtunkhwa were selected as sample of the study. Two questionnaires, one each for teachers and heads were developed for the collection of necessary data. The questionnaires were validated through pilot testing before these were administered on the sample. Data was collected through administering the questionnaires validated through the pilot testing. For that purpose, the researcher visited all the sampled institutions and respondents personally. Data collected through the above-mentioned research instruments were tabulated, analyzed and interpreted through t-test, ANOVA and correlation coefficient, in the light of the objectives of the study.

DATA ANALYSIS& DISCUSSION

The study was aimed at observing the difference between planning skill of inductee and promotee secondary school heads. The data collected through research instruments were tabulated analyzed and interpreted in the light of the objectives of the study. Results are being presented in the following lines.

Table 1 Showing Heads classification according to academic qualification

		Academic qualification		Total
		MA/MSC		
promotee/inductee	promotee	58		58
	inductee	42		42
Total		100		100

Table 4.3 describe the academic qualification of promote e and inductee heads and it is clear that all the respondents

including both type of heads have academic qualification of master degree.

Table 2 Showing Heads classification according to professional qualification

		Professional qualification		Total
		B.Ed	M.Ed	
promotee/inductee	promotee	19	39	58
	inductee	9	33	42
Total		28	72	100

Table 2 shows that respondents are professionally qualified and it is also concluded that 33 out of 42 (79%) inductee heads have master degree in professional

while promotee heads 39 out of 58(67%)have master degrees professional field.

Table 3 Showing teachers' classification according to academic qualification

		Academic qualification			Total
		FA/FSc	BA/BSc	MA/MSc	
promotee/inductee	promotee head	2	10	220	232
	inductee head	0	0	168	168
Total		2	10	388	400

Table No.3 shows the academic qualification of respondent teachers working under promotee and inductee heads and it is clear cut seen that out of 400 teachers' 388(97%) teachers have

academically master degree holders. While only (3%) teachers have bachelors or less qualifications. It shows that teachers are highly qualified academically in secondary schools

Table 4 Showing teachers' classification according to professional qualification

		Professional qualification				Total
		C.T	B.Ed	M.Ed	M.Phil	
Promotee /inductee	promotee head	6	113	110	3	232
	inductee head	0	71	95	2	168
Total		6	184	205	5	400

Table 4 indicates that more than half of respondent teachers working under promotee and inductee heads had professionally master degrees while 184 out of 400 (46%) are bachelors in

professional field. But is also note able fact that (1.25%) respondents among the teachers have more qualification than their heads and they have M.Phil. degrees in professional fields.

Table 5 Showing results in the competency of Planning.

Promotee/inductee	N	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig. (2-tailed)
Planning promotee	58	4.1328	.36907	.04846	-1.966	98	.055
Planning inductee	42	4.3750	.38552	.05949			

The above table indicates that the significant difference between the competency of planning as calculated value lies between the critical regions. Mean

values of inductee heads (4.3750) is greater than promotee heads (4.1328) which means that inductee heads are more competent in this competency.

Table 6 Showing Responses of Teachers about their heads in Planning

Promotee/inductee	N	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig. (2-tailed)
Planning promotte head	232	4.2678	.90432	.05937	5.068	398	.000
Planning inductee head	168	3.9003	.29925	.02309			

The above table indicates the result of respondents about their promotee and inductee heads in the aspect of planning. In this aspect t-value was (5.068). It is concluded that there is significant difference between management competencies of promotee and inductee

heads as p value is 0.000 which is significant at 0.05 significant levels. It is also noticed through mean values of promotee heads (4.2678) is greater than inductee heads (3.9003) which shows that promotee heads are more competent in this aspect.

Table 7 Showing Correlation Analysis among variables of management competencies

		Planning	Management competencies
Planning	R	1	
	P	.000	
Management competencies	R	.866**	1
	P	.000	

It is evident from the above table through the responses that there is close relationship between variables; the competency of planning shows closed each variable has close relation with overall management competencies. Values of each variable shows that all are significant and correlation coefficient (r) shows that planning has (.866) with overall management competencies with overall management competencies at 0.01 level of significance.

CONCLUSION AND RECOMMENDATIONS

It is evident from the finding of this study that management competency of planning with reference to promotee and inductee heads of the school is directly related to his/her skill of management. So it is reasonable to conclude that a highly competent head in the managerial skill is very important factor for better and efficient institutions. As the study reveals that managerial skill of planning of heads play vital role. From the analysis of study it is clear that controversial point of view as the data was collected multidimensional i.e. from heads as well as teachers working under these two types of heads. That's why results indicates opposite point of

views according to heads responses Inductee heads are more efficient according to heads point of view, While promotee heads are more effective in the teachers responses. The result shows efficiency of personal, activities of educational institution. Therefore, the research recommends that it should be given proper attention in the in-service and pre-service training of heads and teachers.

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