A COMPARATIVE STUDY OF MANAGEMENT COMPETENCIES OF MALE AND FEMALE PRINCIPALS OF SECONDARY SCHOOLS

Researcher:

Sehar Shabbir

Reg. No. 189-FSS/MSEDU/F14

Supervisor:

Dr. Munazza Mahmood

DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD

2017

Teachers - Rating of
Management competencies

A COMPARATIVE STUDY OF MANAGEMENT COMPETENCIES OF MALE AND FEMALE PRINCIPALS OF SECONDARY SCHOOLS

Sehar Shabbir

Reg. No. 189-FSS/MSEDU/F14

A thesis submitted in partial fulfillment

of the requirement for the degree of

MS in Education

DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

2017

APPROVAL SHEET

A COMPARATIVE STUDY OF MANAGEMENT COMPETENCIES OF MALE AND FEMALE PRINCIPALS OF SECONDARY SCHOOLS

By

Sehar Shabbir

Reg. No. 189-FSS/MSEDU/F14

This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the degree of **MS Education.**

Supervisor: _____
Dr. Munazza Mahmood

Internal Examiner: _____
Ms. Fouzia Ajmal

External Examiner: _____
Dr. Hukam Dad

Dated: 31/10/17

_____
Chairperson
Department of Education
International Islamic University,
Islamabad-Pakistan

_____
Dean
Faculty of Social Sciences
International Islamic University,
Islamabad-Pakistan

AUTHOR'S DECLARATION

It is hereby declared all the requirements for submission of this research work as partial fulfillment for the degree of MS Education have been completed. This thesis in its present form is the original work of the author expects those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification/degree than for which it is being presented.

Sehar Shabbir

Reg. No. 189-FSS/MSEDU/F14

FORWARDING SHEET/CERTIFICATE

The thesis entitled "A Comparative Study of Management Competencies of Male and Female Principals of Secondary Schools" submitted by Sehar Shabbir Reg. No. 189-FSS/MSEDU-F14 in partial fulfillment of MS Education has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this thesis for further process of as per IIU rules & regulations.

Date: 31/10/17

Signature: _____

Dr. Munazza Mahmood

DEDICATION

I DEDICATE THIS PIECE OF WORK TO ALLAH ALMIGHTY, HOLY PROPHET HAZRAT MUHAMMAD (PBUH), AND THEN TO MY IDEAL & HONOURABLE FAMILY AND SUPERVISOR DR. MUNAZZA MAHMOOD WHO'S GUIDANCE AND ENCOURAGEMENT HELPED ME TO COMPLETE THIS RESEARCH WORK.

ACKNOWLEDGEMENTS

The Researcher offers all her gratitude to Allah Almighty, Who bestowed courage to complete this piece of work. Researcher offers the humblest thanks from the core of her heart to His Beloved HOLY PROPHET HAZRAT MUHAMMAD (SAW) the Ocean of Knowledge, Guidance and Messenger of Peace for the Whole Universe till the day of Judgement.

The Researcher feels great honour to express her cordial thanks to the venerable and affectionate supervision of Dr. Munazza Mahmood (Department of Education, International Islamic University Islamabad) whose guidance helped in timely completion of this research work.

The researcher is thankful to all the principals of selected schools for their cooperation in data collection.

Finally researcher is thankful to her sweet respectable parents for their efforts, patience, inspiration, encouragement and sincerest prayers for her future and success and helped her in completion for this research study.

SEHAR SHABBIR

ABSTRACT

The role of a principal is crucial in the efficient functioning of an institution under his or her management and supervision. The principal is, perhaps, the most important person to functionalize the institution towards achieving its goals and objectives. The objectives of this research were to; find out the management competencies of principals of secondary schools, compare the management competencies of male and female principals of secondary schools, compare the management competencies of principals of urban and rural secondary schools. Null hypotheses were drawn from the objectives. The principals of Islamabad Model Schools (Secondary Schools) located in urban and rural areas constituted the population of present study. Stratified random sampling technique was used to select sample for data collection purposes. The sample of the study consisted of 77 principals (in which there were 26 (17 Female, 09Male) principals of urban schools and 51(25 Female, 26 Male) principals of rural schools). Head Competencies Assessment Scale was adapted for this research. It was five point rating scale ranging from "Never" to "Always" and data were collected through the personal visits of the researcher to sample schools. The data were analyzed by applying independent sample *t* test. The level of significance used to test the null hypotheses was 0.05. Results of this study show that female principals of urban area are more competent than male principals of urban area in management competencies. The concerned may arrange training sessions for heads in management skills and organize seminars, workshops and conferences to enhance the quality and competence of principals for effective management.

Key Words: *Management, competencies, management competencies, Secondary Schools, Principals of Secondary Schools.*

Table of Contents

LIST Of TABLES

Table **Page No**

CHAPTER 1

INTRODUCTION

Principal is the executive authority in a school. Studies have shown that there is a strong relationship between management and quality of outputs of a school. In other words quality of a school depends upon the effective management of the school principal. The quality of training attained by them enhances their administrative or managerial visions and missions (Oluremi, 2013). Principals are important definitely and no other position has better potential for maintaining and improving quality of schools. This has been established through findings from various researches and from more informal observation of successful schools. It is clear that when schools are performing especially well and school success is high, the credit usually goes to the principal or head of the school.

Despite numerous study results showing that school principals are very important to achieve the specified objectives of school Leithwood, Louis, & Anderson (2004) proved that, school success depends upon the inspiration and competency of school leadership. School leaders need a clear consideration of the practical realities of their work, so Leithwood, Louis, & Wahlstrom (2007) revealed that school principals have one of the three main purposes on orientation, focusing on students; teachers and school to keep students' performance as the main concern. Baartman, Bastiaens, Kirschner, & Van Der Valeuten (2007) also noted that, competency refers to knowledge, attitudes and skills

that belongs to someone for doing their jobs and solve problems efficiently and effectively.

In terms of management tasks school principals have to execute or perform, and they are also expected to train and equip themselves with real managerial skills in order to serve as an example or model for other staff members. Marishane (2011) pointed out that instructional leadership has gained recognition, by putting their effort together for the purpose of effectiveness of teaching and learning as such focus is on academic standards and the need for schools to be answerable. According to (Mestry & Singh (2007) dispute that developing principals are providing them with the necessary information, skills, values, customs, believe and attitudes have become increasingly important, as the dynamic and changing educational culture have become increasingly complex.

1.1 Rationale of the Study

In schools principals always play enormous roles. No school can function without a competent head, because he/she is the person who can make a successful enterprise. Effective school heads are not so by birth. They are trained for performing certain management roles. What they do or fail to do have impact not only on their students and teachers but also on the entire school system. The competent school leader is a key factor in stimulating a meaningful change in the school. This study will provide information related to competencies which were important for principals and need to be provided to them.

1.2 Statement of the Problem

It is a universal fact that every efficient organization is the consequence of efficient management and same is the case with education. The competent school leader is a key factor in stimulating a meaningful change in the school. Pakistan like many other developed countries is confronted with shortage of resources. This shortage leads to low allocation of resources for education which is resulting in problems like low literacy rate, deterioration of educational standards, high dropout rate, and shortage of qualified teachers. So, the role of principals becomes more important in the functioning of the institution under his or her management and supervision. This study is therefore, focused to explore the management competencies of male and female principals of urban and rural secondary schools with a view to bring improvement in school performance. These management competencies included morale, judgment, occupational knowledge, manipulative skills and technical knowledge.

1.3 Objective of the Study

The objectives of the study were to:

1. Find out the management competencies of principals of secondary schools.
2. Compare the management competencies of male and female principals of secondary schools.
3. Compare the management competencies of Principals of Urban and Rural Secondary Schools.

1.4 Hypotheses

H_{o1}: There is no significant difference in the mean scores of management competencies of male and female principals of secondary schools.

H_{o2}: There is no significant difference in the mean scores of management competencies of principals of urban and rural secondary schools.

H_{o3}: There is no significant difference in the mean scores of management competencies of male and female principals of urban secondary schools.

H_{o4}: There is no significant difference in the mean scores of management competencies of male and female principals of rural secondary schools.

H_{o5}: There is no significant difference in the mean scores of management competencies of male principals of urban and rural secondary schools.

H_{o6}: There is no significant difference in the mean scores of management competencies of female principals of urban and rural secondary schools.

H_{o7}: There is no significant difference in the mean scores of technical knowledge of male and female principals of secondary schools.

H_{o8}: There is no significant difference in the mean scores of technical knowledge of principals of urban and rural secondary schools.

H_{o9}: There is no significant difference in the mean scores of technical knowledge of male and female principals of urban secondary schools.

H_{o10}: There is no significant difference in the mean scores of technical knowledge of male and female principals of rural secondary schools.

H_{o11}: There is no significant difference in the mean scores of technical knowledge of male principals of urban and rural secondary schools.

H_{o12}: There is no significant difference in the mean scores of technical knowledge of female principals of urban and rural secondary schools.

H_{o13}: There is no significant difference in the mean scores of morale of male and female principals of secondary school.

H_{o14}: There is no significant difference in the mean scores of morale of principals of rural and urban secondary schools.

H_{o15}: There is no significant difference in the mean scores of morale of male and female principals of urban secondary schools.

H_{o16}: There is no significant difference in the mean scores of morale of male and female principals of rural secondary schools.

H_{o17}: There is no significant difference in the mean scores of morale of male principals of urban and rural secondary schools.

H_{o18}: There is no significant difference in the mean scores of morale of female principals of urban and rural secondary schools.

H_{o19}: There is no significant difference in the mean scores of judgment of male and female principals of secondary schools.

H_{o20}: There is no significant difference in the mean scores of judgment of rural and urban principals of secondary schools.

H_{o21}: There is no significant difference in the mean scores of judgment of male and female principals of urban secondary schools.

H_{o22}: There is no significant difference in the mean scores of judgment of male and female principals of rural secondary schools.

H_{o23}: There is no significant difference in the mean scores of judgment of male principals of urban and rural secondary schools.

H_{o24}: There is no significant difference in the mean scores of judgment of female principals of urban and rural secondary schools.

H_{o25}: There is no significant difference in the mean scores of occupational knowledge of male and female principals of secondary schools.

H_{o26}: There is no significant difference in the mean scores of occupational knowledge of principals of urban and rural secondary schools.

H_{o27}: There is no significant difference in the mean scores of occupational knowledge of male and female principals of urban secondary schools.

H_{o28}: There is no significant difference in the mean scores of occupational knowledge of male and female principals of rural secondary schools.

H_{o29}: There is no significant difference in the mean scores of occupational knowledge of male principals of urban and rural secondary schools.

H_{o30}: There is no significant difference in the mean scores of occupational knowledge of female principals of urban and rural secondary schools.

H_{o31}: There is no significant difference in the mean scores of manipulative skills of male and female principals of secondary schools.

H_{o32}: There is no significant difference in the mean scores of manipulative skills of principals of urban and rural secondary schools.

H_{o33}: There is no significant difference in the mean scores of manipulative skills of male and female principals of urban secondary schools.

H_{o34}: There is no significant difference in the mean scores of manipulative skills of male and female principals of rural secondary schools.

H_{o35}: There is no significant difference in the mean scores of manipulative skills of male principals of urban and rural secondary schools.

H_{o36}: There is no significant difference in the mean scores of manipulative skills of female principals of urban and rural secondary schools.

1.5 Significance of the Study

Effective school management is a symbol of effective education. The result of the study will allow having information about the management competencies of school heads in Pakistan. This study will provide the Capital Administration and Development Division and other stakebolders including policy makers and administrators with the necessary data related to management competencies of principals. The findings may be used as basis for resource allocation and policy changes with regard management of secondary education in Islamabad.

This research will provide additional knowledge related management competencies to educational authorities for arranging capacity building opportunities to the school heads in Islamabad Capital Territory. This study will also help forthcoming researchers to work on different aspects of educational management.

1.6 Delimitation of the Study

Due to limited resources this study was delimited to principals of:

- Secondary Level of IMS (Islamabad Model Schools, I-X / VI-X) of Islamabad.

1.7 Method and Procedures of the Study

This study was quantitative study. Survey method was used to conduct the study. Standardized questionnaire was adapted for data collection. Data were collected by personal visits of researcher and were analyzed by using *t* test and mean.

1.7.1 Research Design

This study was quantitative in nature, descriptive in type and survey method was used.

1.7.2 Population

The targeted population was all 97 principals of public secondary schools (45 Male, 52 Female) of Islamabad under Federal Directorate of Education.

1.7.3 Sample and Sampling Technique

Stratified random sampling technique was used for sample selection. 77 principals of secondary schools were selected in the study which include 35 Male (09 Urban and 26 Rural) and 42 Female (17 Urban and 25 Rural).

1.7.4 Instrumentation

Head Competence Assessment Scale (HCAS), five point rating scale ranging from "Never" to "Always", was adapted and used for data collection in respect of

principals. This study specifically followed the competencies pattern developed by Charles A. Allen (Noureen, 2003).

1.7.5 Validity and Reliability

Research instrument was validated by experts and reliability coefficient of instrument was calculated by applying Cronbach's Alpha reliability method.

1.7.6 Data Collection

Data were collected through questionnaire by the researcher personal visits to the sample schools.

1.7.7 Data Analysis

Mean and *t* test were used for data analysis. *t* test was used to compare the management competencies of male and female, principals in urban and rural secondary schools.

1.8 Operational Definition

1.8.1 Competency

- A Competency is a demonstrative behavior consisting of attitudes (morale, judgment), knowledge (occupational knowledge, technical knowledge) and understanding of manipulative skills.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The beginning of the management activities related to very early ages, since the existence of mankind. So, management activities can be seen even in very primitive societies. This term affected people's and nations' lives deeply. Organizations make people's live easier and manage the things that they cannot do alone. Organizations can be successful and can survive when they give answer to the needs of the age and their members' wishes. So they have knowledge to make their decisions (Kayikci & Yilmaz, 2014).

2.1 Concept of Management

Management can be both theory and process. As a theory, it includes the knowledge, art and principles related to the management of an organization/institution. As a process, it includes human relations, managing physical and financial resources, planning; organizing, decision making, implementing directing and controlling people for achieve the preferred objectives (Dash & Neena, 2008).

2.2 Definition of Management

According to James, "Management is management of people, not things. It emphasizes personal managements."

Cuthbert Ross defines Management as "an activity involving responsibility for getting things done by other peoples."

Hoyle E said, "Management is an unending process by which members of an organization coordinate their activities and use optimal resources to accomplish the different goals or tasks of the organization as efficiently as possible" (Kochhar, 2011).

2.3 Educational Management

The basis of educational management as a discipline may be tracked back to the 1880's with the publication of the "Practical Handbook of School Management by Teachers" authored by Harding (1872). In United States development of educational management as a discipline was begun in the early part of 20th century. In the UK, the concept of educational management found its place in educational literature in 1960's (Kochhar, 2011).

Educational management has been defined variously. Some definitions explaining this concept are:

"Educational management is a unique process consisting of planning, organizing, actuating and controlling, performed to determine and attain stated objectives by using individuals and other resources." George R. Terry

"The management process is concerned with helping the members of an organizational objective within the changing environment of the organization." Gray H.L. (Kochhar, 2011).

2.4 Aspects of School Management

A school is a social institute or organization. It has particular objectives; main objective is to impart quality education to students. It includes its own resources including human, financial, material and physical. The principal or the head is the manager of the school. The main task of manager is to accomplish the school objectives in best possible way. In other words, School management is an act of managing or administration of the school.

School management has two aspects;

(i) Internal management and

(ii) External management.

2.4.1 Internal management

Internal management of the school covers admission, management of library and laboratories, physical, material and financial resources, examination and promotion, etc.

2.4.2 External management

External management covers relations with the community, department and other persons and organization connected with the establishment and functioning of the school (Dash & Neena, 2008).

2.5 Management and Administration

There is a terminological conflict between management and administration. Some suggest that there is no fundamental difference between management and administration. Others suggest that there is difference between these two terms because both of them represent different activities.

Etymologically the term administration has been derived from the Latin word 'ministic' which means "service rendered to others for their welfare". The Oxford Dictionary explains administration as "management of business, government and management of community or public affairs, etc. in Encyclopedia of Educational Research, Educational Administration is the "process of incorporate the efforts of personnel and utilizing appropriate materials, to promote effectively the development of human qualities. It's not only concerned with the development of children and youth but also concerned with the growth of adults and specifically with the growth of school personnel" (Sidhu, 2008).

Administration gives more focus on strict conformity to rules and regulations. An administrator is considered as a "boss" who emphasizes maintenance of order and discipline, which directs and exercises control. Management emphasizes democratization in policy formulation, decision making, implementing and bringing improvements in the system. A manager is considered as one among the staff friend, philosopher and guide for others (Dash & Neena, 2008).

2.6 Functions of School Principals in Administration

Principals play a crucial role in setting the direction for victorious schools. There are many functions of principal Griffiths has recognized four types of functions in which all principals must be competent:

i. Improving the educational program
ii. Selecting and developing personnel,
iii. Working with the community.
iv. Managing the school (Roald F., Jhon E. Corbally, & Jhon A., 1996).

Adetona (2003) summarized some functions as:

i. Instructional and Curriculum development
ii. Students and staff personnel management,
iii. Management of school plan.

These tasks areas are important in implementation of education programs, staff organization, and involvement in educational planning, School finance. These tasks are achievable only when the principal is professional and competent (Oluremi, 2013).

2.7 Characteristics of School Management

2.7.1 Multidisciplinary:

Management is basically multi-disciplinary. Although it is a separate discipline but it draws knowledge or concepts from various disciplines (such as Psychology,

Economics, and Sociology etc.) and applies them to functioning of an organization.

2.7.2 An Applied Branch:

Although management is a diverse field of study but school management is not yet developed as a separate field of study or discipline. It is an applied branch of management and applies the different techniques and principles of management to achieve the desired objectives of the school (Dash & Neena, 2008).

2.7.3 Flexibility:

One of the essential characters of successful education management is its flexible character. The management should be dynamic and provide enough scope for additions, suggestions and modifications. The rules and regulations should act as a means to an end and not an end in them. Rigid uniformity and mechanical efficiency are the very antithesis of good administration. Flexibility does not mean that the administration should be weak without any norms or standards creating chaos at every step. What is meant is a proper balance between rigidity and elasticity (Vidhyanidhi Education Society, 2015).

2.7.4 Practicability:

School management should not be a bundle of theoretical principles. Every school should decide its objectives and provide measures to accomplish the objectives which are feasible or practicable.

2.7.5 Humane:

School management is basically more humane, more flexible more constructive, more creative, more imaginative and more reformative (Vidhyanidhi Education Society , 2015). In school setting management deals with human beings including teachers, students, parents, and community members. It is most important element of school management.

2.7.6 Conformity with the Social and Political Philosophy of the Country:

There is close connection between school management and the social and political philosophies of a country. Management of a school must be adjusting itself to the standards, pattern and mores of a society. It must be in conformity with the political system of the country.

2.7.7 Objective Based:

Every school has its own objectives. The school organizes men and materials to attain these objectives. Planning, organizing, direction and control, decision making and evaluation, all must be geared to the attainment of the objectives of the school. Therefore, school management in modern days is regarded as management by objectives.

2.7.8 Both Science and Art:

School management is both science and art. As a science, school management is concerned with the "why" of a phenomenon and as an art it is concerned with the 'how' of it. School management emphasizes not only scientific principles but it is also based on intuition, experience and common sense.

2.7.9 Relative nor Absolute:

The principles of school management are not absolute. They are relative. Schools differ from one another in terms of size, homogeneity, and stability etc. styles of management are also varying from school to school. The same headmaster, who has been successful with different techniques in one school, may be a failure with the same techniques in another school because of the differences in situational factors (Dash & Neena, 2008).

2.8 Scope of School Management

Management means to get the work done. In order to get the work done the headmaster or the principal has to plan everything clearly, organize men and materials, direct the members, coordinate their activities and monitor, control and evaluate the progress and achievements. Thus the school manager has to perform a lot of activities either by him or through and with others in the school. Hence the scope of school management is very wide. It includes the following elements:

- Planning

- Budgeting
- Organizing
- Directing
- Controlling
- Coordinating
- Decision making
- Evaluating and
- Activities and programs.

In other words school management includes the following activities under its scope:

(i) Planning of all activities and programs of the school in the beginning of the session admission, academic work, co-curricular activities, examination, promotion of students to the net higher class, staff meetings, meeting of parents-teachers association, etc.

(ii) Distribution of academic and co-curricular activities among staff members keeping in view their interests, abilities and experiences.

(iii) Preparation of budget for the year indicating receipts and proposed expenditure on different heads. The expenditure must match with the funds available. In no case there should be deficits.

(iv) Preparation of timetable

(v) Provision of staff

(vi) Provision of equipments and furniture- purchase, repair and maintenance.

(vii) Provision of books for the school library- purchase and maintenance.

2.9 Concept of Competencies

Competence refers to a possible ability or a capability to function in a given situation. It focuses on individual actual performance in a situation. This means that competence is required before one can expect to achieve competency. Therefore, competence makes one capable to fulfilling his or her job responsibilities. It is determined by comparing current work functioning with established performance standards developed in the work environment according to a specific role and setting (Schroeter, 2008).

The approach to competency is not new. The early Romans practiced a form of competency profiling in attempts to detail the attributes of a "Good Roman Soldier". In 1973, "Competency" was coined and emerged in management literature by McClelland in his paper. In the late 1970s, in the U.S the first person who used the term "competency" in the managerial context was Boyatzis in 1982. He used this term to identify the characteristics, which distinguish superior from average managerial performance. Since then, a body of research has emerged focusing on the role of competencies in predicting both engagement and productivity of leaders at all levels of the organization (Khoshouer, Oreyzi, & Noori, 2013). McCelland defines competencies as traits impact on superior performance. Spencer and Spencer defined main trait as fully memorable part of personality. In another definition, UK National Vocational Network for Vocational Qualification (1997) described competencies as performance standards

and the ability to play job roles in a standard manner (Bahiraei, Mahmoudi, Matin, & Soloukdar, 2012).

2.9.1 Difference between "Competence" and "Competency"

'Competence' means a skill and the standard of performance reached, while 'competency' refers to the behavior by which it is achieved.

Competence	Competency
Skill-based	Behavior-based
Standard attained	Manner of behavior
What is measured	How the standard is achieved

Competencies are also components of a job and these components are reflected in behaviors that are observable in a place of work. The most general elements included knowledge, skills, abilities, aptitudes, personal suitability behavior and impact on performance at work. There is a variety of definitions with little difference in them. However, the common denomination is "observable behavior" in the place of work. The criteria of competency are superior and effective performance. Therefore, competencies can be divided into two categories.

- **Threshold competencies-** These are the essential characteristics that everyone in the job needs to be minimally effective, but this does not differentiate superior from average performers.
- **Differentiating competencies-** These factors distinguish superior from average performers (Sanghi, 2007).

2.10 Competencies of Head Teachers

As an educational manager of his school he/she is expected to perform many roles. He/ she are expected to set the quality of institution or school, to see that the school program runs carefully, easily, and competently (Williams, 2000).

At the heart of any successful activity lies a competence or a skill. In today's competitive world it is becoming particularly most important to build on the competitive activities of business.

2.11 The Role of School Principal

The head or principal, as an educational leader, grasp the decisive position in the school. As an important part of the school administration he or she has two important responsibilities or functions to perform i.e. the administration of the school and the supervision of personnel involved in teaching and learning. The efficiency of the school depends on the ability, skills, personality and professional competence of headmaster or

principal. In the words of P.C Wern, "What the main spring is to the watch, the flywheel to the machine or the engine to the steamship, the headmaster is to the school. The character of the school reflects and declares the professional character of the headmaster. He is the director, manager, planner, coordinator, controller, superintendent, example teacher, guider philosopher etc. (Kochhar, 2011).

The school principal in this process has a momentous role, which demands certain qualifications such as the ability to evaluate the influences of the external environment, to develop a new understanding of the school as a learning organization that is able to change, to develop a new structure and management model, and to focus on the needs of the staff. D. Celma argued that there must be a new management model based on peoples behavior and that the mangers personal authority that finds reflection in his or her management style is a factor that positively motivates the teaching staff, hence improving the overall teaching environment. The structure of institution or organization now changes from Vertical to Horizontal. In Horizontal structure leaders involve staff too in decision making and in whole management. This is very important for educational organizations on the way to starting democratized education. (Helene, Christopher, & Olof, 2016).

2.12 Related Researches to Head's Management Competencies

Oboegbulem (2013), Conducted study on "*Administrative Competencies of Female Principals in Secondary Schools in Nsukka Education Zone*". The result of the

study showed that female principals posses administrative skills and competencies for effective secondary school management.

Titrek (2015), conducted resaerch on the topic "*The Level of Innovation Management of School Principals' in Turkey*". The main purpose of this paper is to determine the levels of innovation management attained by school principals' in turkey. Results shows that school principals in Turkey use innovatative methods to help improve the school system. Significant difference in the results were observed between women and men. Moreover, school principal have more positive perceptions than teachers about the level of innovation in Turkish Schools.

Njideka & Ikegbusi (2016), conducted resaerch on the topic "*Management Competency Needs of Principals for Effective Administartion of Secondary Schools in Nigeria*". This study investigated the management competency needs of principals for effective administration of secondary schools at senior secondary school (SSS) level. The study found among others that principals consider instructional leadership skills as a very essential management skill needed for effective secondary school administration.

Matheri, Cheloti, & Mulwa (2015), Conducted study on the topic "*Principals' Gender and Management Effectiveness in Secondary Schools: Case of Mtito Andei Division, Kenya*". The purpose of the study was to determine the effects of principals' gender on management effectiveness in secondary schools in Mtito-Andei Division, Kenya. The study was established to find the relationship between the Principals' gender and their effectiveness in management of the discipline, staff, students and school

finance. The results of the data analysis showed that there was a significant relationship between the principals' gender and effectiveness in management of discipline. It was also found that there was no significant relationship between the principles gender and their effectiveness in personnel management, student management and financial management.

Memisoglu (2015), Conducted study on *"The Perception of Teachers about Management Skills of School Principals"*. The purpose of this research is to reveal the perceptions of teachers who have been working in primary and secondary schools for school principals' method and skills. Findings of the study shows that primary and secondary school teachers defined that school principal's skills related to quality and responsibility taking dimensions are better.

Noureen (2003), conducted study on *"A study of Relationship between Schools Heads Management Competencies with School Effectiveness and Designing of an In-Service Training Program for Secondary Schools Heads in Pakistan"*. Findings of the study shows that school effectiveness is directly related to the management competencies of school heads.

Muraina (2014), conducted study on *"Principals' Managerial skills and administrative Effectiveness in Secondary Scools in Oyo State, Nigeria"*. This study was carried out to examine the relationship between Principals' Managerial Skills and Administartive Effectiveness in Secondary Schools Oyo State, Nigeria. The findings revaeled that there was significant relationship between principals' managerail skills and administative effectiveness.

2.13 Theoretical frame work for the 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 performing the job efficiently;

M: Manipulative Skills

This formula was revised by Charles R. Allen to developed 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 these are;

Decision making skills

Conflict resolution skills

Supervisory skills

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

Institutional planning

Informational seeking/ providing

Staff relations

Community involvement

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

M: Manipulative Skills: manipulation is a critical skill involving interplay of skills 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 (Alka, 1997).

2.14 Conclusion

In this chapter researcher discussed all the aspects related to the management competencies in detailed. First researcher give details about Management in which concept and definition of management, educational management, aspects of school management, difference between management and administration, functions of school principals in administration, characteristics and scope of school management then discussed about concept of competencies, competencies of head teachers, role of school principal and related researches to head's management competencies. At the end of this chapter researcher gives theoretical frame work of the study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the description of research methods adopted and procedures followed for the study. The research objectives were to; find out the management competencies of principals of secondary schools, compare the management competencies of male and female principals of secondary schools, compare the management competencies of principals of urban and rural secondary schools.

This study was quantitative in nature. Survey method was used to conduct the study. Standardized questionnaire (Head Competencies Assessment Scale) was adapted for data collection. Researcher collected the data by personal visits and analyzed it by using *t* test and mean.

3.1 Research Design

This study was quantitative in nature, descriptive in type and survey method was used. Researcher was exploring the management competencies of male and female principals of urban and rural secondary schools.

3.2 Population

The targeted population was the 97 (45 Male, 52 Female) principals of Islamabad Model Schools under Federal Directorate of Education located in rural and urban area.

Table 1 Population Distribution

Institutions Name	Number of Urban Institutions	Number of Rural Institutions	Total
IMS for Male	14	31	45
IMS for Female	22	30	52
Total	36	61	97

3.3 Sample and Sampling Technique

Stratified random sampling technique was used. As the population for this study was 97 so, 77 principals were selected as a sample of the study (Gay, 2008).

Table 2 Sample Distribution

Institutions	No. of Urban Institutions	No. of Principals of Urban Schools	No. of Rural Institution	No. of Principals of Rural Schools
IMS for Male	09	09	26	26
IMS for Female	17	17	25	25
Total	26		51	

3.4 Instrumentation

Head Competence Assessment Scale (HCAS) for Principals was adapted for data collection (Noureen, 2003) (Alka, 1997). It was five-point Likert scale ranging from Never (N) to Always (A) (as in Annexure 1) and consisted of 71 items. These 71 items were constructed to measure the following categories of management competencies of the principals:

i. Technical knowledge
ii. Morale
iii. Judgment
iv. Occupational knowledge
v. Manipulative skills

The distribution of 71 items with respect to their competencies is given in the following table:

Table 3 Number of Statements in Head Competencies Assessment Scale

Management Competencies	No. of Statements	Statement Serial No.
Technical knowledge	09	01 – 09
Morale	24	10 – 33
Judgment	12	34 – 45
Occupational knowledge	18	46 – 63
Manipulative skills	08	64 – 71

Validity of instrument was checked through experts' opinion and was revised accordingly (Annexure 2).

This study was specifically followed the competencies pattern developed by Charles A. Allen (Noureen, 2003).

3.5 Reliability Analysis

To check the reliability of instrument it was pilot tested. 20 Principals of Islamabad Model Schools were randomly selected for Pilot Testing.

Table 4 Number of Schools for Pilot Testing

Principals	Islamabad Model Schools for Male	Islamabad Model Schools for Female	Total
Rural	5	5	10
Urban	5	5	10
	Total		**20**

For testing instrument data were collected by researcher from schools. Cronbach's Alpha was used to check the reliability of instrument.

Table 5 Reliability Analysis

Scale	Cronbach's Alpha
Head Competencies Assessment Scale	.809

The Alpha Value of the instrument for various categories under the management competencies were as in table 6.

Table 6 Reliability Analysis for Five Management Competencies

Management Competencies	Cronbach's Alpha
Technical knowledge	.685
Morale	.730
Judgment	.767
Occupational knowledge	.881
Manipulative skills	.790

3.6 Data Collection

Data were collected through questionnaire by the researcher's personal visits of the sample schools.

3.7 Data Analysis

Mean and *t* test were used for data analysis. *t* test was used to compare the management competencies of both Male and Female principals of urban and rural secondary schools.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

Research objective for present study were to; find out the management competencies of principals of secondary schools, compare the management competencies of male and female principals of secondary schools and compare the management competencies of principals of urban and rural secondary schools. Stratified random sampling technique was used for selection of sample of 77 principals (35 Male & 42 Female) included in the study. Head Competencies Assessment scale was adapted by the researcher for the research. The researcher collected data by visiting all the sample schools personally. In data analysis independent sample *t* test was used through SPSS (Statistical Packages for Social Sciences). 0.05 was level of significance used for hypotheses testing.

The results of hypotheses testing were discussed in this chapter at 0.05 level of significance and presented in the following tables:

Table 7 Distribution of Sample based on Gender

	Male		Female	
Islamabad Model	**Urban**	**Rural**	**Urban**	**Rural**
Schools	09	26	17	25
	35		42	
Total	**77**			

Table 7 shows the distribution of the sample based on Gender. It indicates the total numbers of Male were 35 and Females were 42.

Table 8 Distribution of Sample based on Area

	Urban		Rural	
Islamabad Model	**Female**	**Male**	**Female**	**Male**
Schools	17	09	25	26
	26		51	
Total	**77**			

Table 8 indicates the sample of urban and rural areas. It shows that there were 26 Urban (17 Female, 09 Male) and 51 Rural (25 Female and 26 Male) schools included.

Table 9 Management Competencies of Secondary Schools Principals

	Mean Score	Std. Deviation
Management Competencies	294.55	28.652
Technical Knowledge	36.61	5.189
Morale	98.68	12.443
Judgment	50.66	10.581
Occupational Knowledge	74.64	7.764
Manipulative Skills	33.96	3.567

Table 9 shows the mean score of management competencies of principals of secondary schools. Over all mean score of management competencies of principals was 294.55 and in sub categories of management competencies the mean score of principals of secondary school was; Technical knowledge 36.61, Morale 98.68, Judgment 50.66, Occupational Knowledge 74.64, Manipulative skills 33.96.

The highest mean score was related to Morale it means the principals of secondary schools was more punctual, cooperative and committed with their work. The lowest mean was related to Manipulative skills which includes the qualities like creativity and communication. Technical knowledge has also low mean score it included matters related financial administration and record maintenance.

Ho_1: There is no significant difference in the mean scores of management competencies of male and female principals of secondary schools.

Table 10 Gender wise difference based on management competencies

Gender	N	Mean	*t* value	Df	*p* value
Male	35	289.57	1.399	75	.166
Female	42	298.69			

Table 10 indicate ($t= 1.399$, $p>0.05$) that the *p* value (.166) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of management competencies of male and female principals of secondary school was accepted. So, there was no significant difference found between male and female Management Competencies.

Ho_2: There is no significant difference in the mean scores of management competencies of principals of urban and rural secondary schools.

Table 11 Area wise difference based on management competencies

Area	Gender		N	Mean	*t* value	df	*p* value
	M	F					
Urban	9	17	26	286.92	1.687	75	.096
Rural	26	25	51	298.43			

Table 11 shows (t= *1.687, p>0.05*) that the p value (.096) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of management competencies of principals of urban and rural secondary school was accepted . So, there was no significant difference found.

Ho_3: There is no significant difference in the mean scores of management competencies of male and female principals of urban secondary schools.

Table 12 Gender wise difference based on management competencies of principals of urban secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	09	275.00	1.539	24	.137
Female	17	293.24			

Table 12 shows (t= *1.539, p>0.05*) the p value (.137) was greater than the 0.05 and the hypothesis mentioning that there is no significant difference in the mean scores of management competencies of male and female principals of urban secondary school was accepted. So, there was no significant difference found.

The mean score of female principals (293.24) was greater than the mean score of male principals (275.00) urban secondary schools. So, although there is no significant difference was found in male and female principals of urban secondary schools but a minute difference was found in the mean score.

Ho_4: There is no significant difference in the mean scores of management competencies of male and female principals of rural secondary schools.

Table 13 Gender wise difference based on management competencies of principals of rural secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	26	292.08	1.028	49	.309
Female	25	299.96			

Table 13 indicates ($t= 1.028, p>0.05$) the p value (.309) greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of management competencies of principals of rural secondary school was accepted. There was no significant difference found the management competencies of principals of rural secondary schools.

Ho_5: There is no significant difference in the mean scores of management competencies of male principals of urban and rural secondary schools.

Table 14 Area wise difference based on management competencies of male principals

Area	N	Mean	*t* value	df	*p* value
Urban	09	275.00	1.606	33	.118
Rural	26	294.62			

Table 14 shows (*t= 1.606, p>0.05*) the *p* value (.118) was greater than 0.05 and the null hypothesis indicating there is no significant difference in the mean scores of management competencies of male principals of urban and rural secondary school was accepted and there was no significant difference found in the management competencies of male principals.

The mean score of male principals of rural secondary school (294.62) was greater than the mean score of male principals of urban secondary schools (275.00). So, although there was no significant difference found in male principals of urban and rural secondary schools but a minute difference was found in the mean score.

Ho_6: There is no significant difference in the mean scores of management competencies of female principals of urban and rural secondary schools.

Table 15 Area wise difference based on management competencies of female principals

Area	N	Mean	*t* value	df	*p* value
Urban	17	293.24	1.179	40	.245
Rural	25	302.40			

Table 15 shows (*t= 1.179, p>0.05*) the *p* value (.245) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of management competencies of Female principals of urban and rural secondary school was accepted. So, no significant difference was found the in the management competencies of female principals.

Ho_7: There is no significant difference in the mean scores of technical knowledge of male and female principals of secondary schools.

Table 16 Gender wise difference based on technical knowledge

Gender	N	Mean	*t* value	df	*p* value
Male	35	36.11	.764	75	.447
Female	42	37.02			

Table 16 indicates (*t*= *.764, p>0.05*) the *p* value (.447) was greater than the 0.05 and the null hypothesis there is no significant difference in the mean scores of Technical knowledge of male and female principals of Secondary School was accepted at the significance level of 0.05. So, there was no significant difference found in Technical Knowledge of male and female principals.

Ho_8: There is no significant difference in the mean scores of technical knowledge of principals of urban and rural secondary schools.

Table 17 Area wise difference based on technical knowledge

Area	N	Mean	*t* value	df	*p* value
Urban	26	35.69	1.110	75	.270
Rural	51	37.08			

Table 17 shows (*t*= 1.110, *p>0.05*) the *p* value (.270) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Technical knowledge of principals of urban and rural secondary school was accepted. So, there was no significant difference found.

Ho_9: There is no significant difference in the mean scores of technical knowledge of male and female principals of urban secondary schools.

Table 18 Gender wise difference based on technical knowledge of principals of urban secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	09	34.00	1.227	24	.232
Female	17	36.59			

Table 18 shows (t= 1.227, $p>0.05$) the p value (.232) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Technical knowledge of principals of urban secondary school was accepted. So, no significant difference was found in the technical knowledge of male and female principals of urban secondary schools.

Ho_{10}: There is no significant difference in the mean scores of technical knowledge of male and female principals of rural secondary schools.

Table 19 Gender wise difference based on technical knowledge of principals of rural secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	26	35.00	.202	49	.841
Female	25	32.28			

Table 19 indicates (t= *.202, p>0.05*) the p value (.841) was greater than 0.05 and the null hypothesis stating that the there is no significant difference in the mean scores of Technical knowledge of principals of rural secondary school was accepted, and no significant difference was found in the technical knowledge of male and female principals of Rural Secondary School.

Ho_{11}: There is no significant difference in the mean scores of technical knowledge of male principals of urban and rural secondary schools.

Table 20 Area wise difference based on technical knowledge of male principals

Area	N	Mean	*t* value	df	*p* value
Urban	09	34.00	1.146	33	.260
Rural	26	36.85			

Table 20 shows (t= *1.146, p>0.05*) p value (.260) greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Technical knowledge of male principals of urban and rural secondary school was accepted and there is no significant difference was found in the technical knowledge of male principals.

Ho_{12}: There is no significant difference in the mean scores of technical knowledge of female principals of urban and rural secondary schools.

Table 21 Area wise difference based on technical knowledge of female principals

Area	N	Mean	*t* value	df	*p* value
Urban	17	36.59	.596	40	.554
Rural	25	37.32			

Table 21 shows (*t= .596, p>0.05*) the *p* value (.554) was greater than 0.05 and null hypothesis stating that there is no significant difference in the mean scores of Technical knowledge of female principals of urban and rural secondary school was accepted. So, there was no significant difference found in technical knowledge of female principals.

Ho_{13}: There is no significant difference in the mean scores of morale of male and female principals of secondary school.

Table 22 Gender wise difference based on morale of principals

Gender	N	Mean	*t* value	df	*p* value
Male	35	96.74	1.249	75	.216
Female	42	100.29			

Table 22 gives information about the gender wise difference based on morale of principal's. p value (.216) was greater than the 0.05 ($t= 1.249, p>0.05$) , the null hypothesis there is no significant difference in the mean scores of Morale of male and female principals of secondary school was accepted at 0.05 significance level.

Ho_{14}: There is no significant difference in the mean scores of morale of principals of rural and urban secondary schools.

Table 23 Area wise difference based on morale of principals

Area	N	Mean	*t* value	df	*p* value
Urban	26	97.15	.764	75	.447
Rural	51	99.45			

Table 23 shows ($t=-.764, p>0.05$) the *p* value (.447) was greater than 0.05 and the null hypothesis; there is no significant difference in the mean scores of Morale of principals of rural and urban secondary school was accepted. So, there was no significant difference found in Morale of principals.

Ho_{15}: There is no significant difference in the mean scores of morale of male and female principals of urban secondary schools.

Table 24 Gender wise difference based on morale of principals of urban secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	09	92.22	1.124	24	.272
Female	17	99.76			

Table 24 shows (*t= 1.124, p>0.05*) *p* value (.272) was greater than 0.05 and null hypothesis mentioning that there is no significant difference in the mean scores of Morale of principals of urban secondary schools was accepted. So, there was no significant difference found between male and female principals of urban secondary schools.

Ho_{16}: There is no significant difference in the mean scores of morale of male and female principals of rural secondary schools.

Table 25 Gender wise difference based on morale of principals of rural secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	26	98.31	.876	49	.385
Female	25	100.72			

Table 25 gives information about difference between male and female principals of rural secondary schools, (t= .876, $p>0.05$) p value (.385) was greater than 0.05 and null hypothesis mentioning that there is no significant difference in the mean scores of Morale of male and female principals of rural secondary school was accepted. So, there was no significant difference found.

Ho_{17}: There is no significant difference in the mean scores of morale of male principals of urban and rural secondary schools.

Table 26 Area wise difference based on morale of male principals

Area	N	Mean	*t* value	df	*p* value
Urban	09	92.22	.977	33	.326
Rural	26	98.31			

Table 26 indicating (t= .977, $p>0.05$) p value (.326) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Morale of male principals of urban and rural secondary school. So, there was no significant difference found between male principals of urban and rural secondary schools.

Ho_{18}: There is no significant difference in the mean scores of morale of female principals of urban and rural secondary schools.

Table 27 Area wise difference based on morale of female principals

Area	N	Mean	*t* value	df	*p* value
Urban	17	99.76	.318	40	.752
Rural	25	100.64			

Table 27 shows (*t= .318, p>0.05*) that *p* value (.752) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Morale of female principals of urban and rural secondary school was accepted. So, there was no significant difference found between morale of female principals of urban and rural secondary schools.

Ho_{19}: There is no significant difference in the mean scores of judgment of male and female principals of secondary schools.

Table 28 Gender wise difference based on judgment of principals

Gender	N	Mean	*t* value	df	*p* value
Male	35	49.86	.607	75	.546
Female	42	51.33			

Table 28 shows (*t*= *.607, p>0.05*) *p* value (.546) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Judgment of male and female principals of secondary school was accepted and no significant difference was found between morale of male and female principals.

Ho_{20}: There is no significant difference in the mean scores of judgment of principals of rural and urban secondary schools.

Table 29 Area wise difference based on judgment of principals

Area	N	Mean	*t* value	df	*p* value
Urban	26	48.27	1.427	75	.158
Rural	51	51.88			

Table 29 shows (*t*= *1.427, p>0.05*) *p* value (.158) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Judgment of principals of rural and urban secondary school was accepted. So, there was no significant difference was found between judgment of male and female principals of secondary schools.

Ho_{21}: There is no significant difference in the mean scores of judgment of male and female principals of urban secondary schools.

Table 30 Gender wise difference based on judgment of principals of urban secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	09	46.33	1.197	24	.243
Female	17	49.29			

Table 30 shows ($t= 1.197$, $p>0.05$) p value (.243) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Judgment of principals of urban secondary school was accepted. So, there was no significant difference found between judgment of male and female principals of urban secondary schools.

Ho_{22}: There is no significant difference in the mean scores of judgment of male and female principals of rural secondary schools.

Table 31 Gender wise difference based on judgment of principals of rural secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	26	50.77	.436	49	.664
Female	25	52.28			

Table 31 shows (t= .436, p>0.05) p value (.664) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Judgment of principals of rural secondary school was accepted. So, there was no significant difference was found.

Ho_{23}: There is no significant difference in the mean scores of judgment of male principals of urban and rural secondary schools.

Table 32 Area wise difference based on judgment of male principals

Area	N	Mean	*t* value	df	*p* value
Urban	09	46.33	1.050	33	.301
Rural	26	51.08			

Table 32 indicates (t= 1.050, p>0.05) p value (.301) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Judgment of male principals of urban and rural secondary school was accepted. So, there was no significant difference found between judgment of male principals of urban and rural secondary schools.

Ho_{24}: There is no significant difference in the mean scores of judgment of female principals of urban and rural secondary schools.

Table 33 Area wise difference based on judgment of female principals

Area	N	Mean	*t* value	df	*p* value
Urban	17	49.29	1.134	40	.264
Rural	25	52.72			

Table 33 indicates ($t= 1.134, p>0.05$) the p value (.264) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Judgment of female principals of urban and rural secondary school was accepted. So, there was no significant difference found in judgment of female principals of urban and rural secondary schools.

Ho_{25}: There is no significant difference in the mean scores of occupational knowledge of male and female principals of secondary schools.

Table 34 Gender wise difference based on occupational knowledge of principals

Gender	N	Mean	*t* value	df	*p* value
Male	35	73.03	1.678	75	.097
Female	42	75.98			

Table 34 shows (*t= 1.678, p>0.05*) the *p* value (.097) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Occupational Knowledge of male and female principals of secondary school was accepted. So, there was no significant difference found between occupational knowledge of male and female principals.

Ho_{26}: There is no significant difference in the mean scores of occupational knowledge of principals of urban and rural secondary schools.

Table 35 Area wise difference based on occupational knowledge of principals

Area	N	Mean	*t* value	df	*p* value
Urban	26	72.50	1.747	75	.085
Rural	51	75.73			

p value (.085) as shown in Table 35 (*t= 1.747, p>0.05*) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Occupational Knowledge of principals of urban and rural secondary school was accepted. So, there was no significant difference found in occupational knowledge of principals of urban and rural secondary schools.

Ho_{27}: There is no significant difference in the mean scores of occupational knowledge of male and female principals of urban secondary schools.

Table 36 Gender wise difference based on occupational knowledge of principals of urban secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	09	70.44	.991	24	.331
Female	17	73.59			

p value (.331) as shown in Table 36 ($t= .991$, $p>0.05$) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Occupational Knowledge of principals of urban secondary school was accepted. So, there was no significant difference found.

Ho_{28}: There is no significant difference in the mean scores of occupational knowledge of male and female principals of rural secondary schools.

Table 37 Gender wise difference based on occupational knowledge of principals of rural secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	26	74.08	1.726	49	.091
Female	25	77.80			

Table 37 shows (t= *1.726, p>0.05*) the p value (.091) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Occupational Knowledge of principals of rural secondary school was accepted. So, there was no significant difference found in occupational knowledge of male and female principals of rural secondary schools.

Ho_{29}: There is no significant difference in the mean scores of occupational knowledge of male principals of urban and rural secondary schools.

Table 38 Area wise difference based on occupational knowledge of male principals

Area	N	Mean	*t* value	df	*p* value
Urban	09	70.44	1.032	33	.310
Rural	26	73.92			

Table 38 shows (t= 1.032, *p>0.05*) p value (.310) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Occupational Knowledge of Male principals of urban and rural secondary school was accepted. So, there was no significant difference found between occupational knowledge of male principals of urban and rural secondary schools.

Ho_{30}: There is no significant difference in the mean scores of occupational knowledge of female principals of urban and rural secondary schools.

Table 39 Area wise difference based on occupational knowledge of female principals

Area	N	Mean	*t* value	df	*p* value
Urban	17	73.59	1.979	40	.055
Rural	25	77.60			

Table 39 shows (*t= 1.979, p>0.05*) *p* value (.055) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Occupational Knowledge of female principals of urban and rural secondary school was accepted. So, there was no significant difference found between occupational knowledge of female principals of urban and rural secondary schools.

Ho_{31}: There is no significant difference in the mean scores of manipulative skills of male and female principals of secondary schools.

Table 40 Gender wise difference based on manipulative skills of principals

Gender	N	Mean	*t* value	df	*p* value
Male	35	33.83	.296	75	.768
Female	42	34.07			

Table 40 shows ($t= .296, p>0.05$) the p value (.768) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Manipulative Skills of male and female principals of secondary school was accepted. So, there was no significant difference found between manipulative skills of male and female principals of secondary school.

Ho_{32}: There is no significant difference in the mean scores of manipulative skills of urban and rural principals of secondary schools.

Table 41 Area wise difference based on manipulative skills of principals

Area	N	Mean	*t* value	df	*p* value
Urban	26	33.31	1.150	75	.254
Rural	51	34.29			

p value (.254) as shown in Table 41 ($t= 1.150, p>0.05$) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Manipulative Skills of principals of urban and rural secondary school was accepted. So, there was no significant difference found between manipulative skills of principals of urban and rural secondary schools.

Ho_{33}: There is no significant difference in the mean scores of manipulative skills of male and female principals of urban secondary schools.

Table 42 Gender wise difference based on manipulative skills of principals of urban secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	09	32.00	1.213	24	.237
Female	17	34.00			

p value (.237) as shown in Table 42 (*t= 1.213, p>0.05*) was greater than 0.05 and the null hypothesis mentioning that there is no significant difference in the mean scores of Manipulative Skills of principals of urban secondary school was accepted. So, there was no significant difference found between manipulative skills of male and female principals of secondary schools.

Ho_{34}: There is no significant difference in the mean scores of manipulative skills of male and female principals of rural secondary schools.

Table 43 Gender wise difference based on manipulative skills of principals of rural secondary schools

Gender	N	Mean	*t* value	df	*p* value
Male	26	33.92	.049	49	.961
Female	25	33.88			

p value (.961) shown in Table 43 (*t= .049, p>0.05*) was greater than 0.05 and the null hypothesis stating that there is no significant difference in the mean scores of Manipulative Skills of principals of rural secondary school was accepted. So, there was no significant difference found.

Ho_{35}: There is no significant difference in the mean scores of manipulative skills of male principals of urban and rural secondary schools.

Table 44 Area wise difference based on manipulative skills of male principals

Area	N	Mean	*t* value	df	*p* value
Urban	09	32.00	1.658	33	.107
Rural	26	34.46			

Table 44 shows (*t= 1.658, p>0.05*) *p* value (.107) was greater than 0.05 and null hypothesis stating that there is no significant difference in the mean scores of Manipulative Skills of male principals of urban and rural secondary school was accepted. So, there was no significant difference found.

Ho_{36}: There is no significant difference in the mean scores of manipulative skills of female principals of urban and rural secondary schools.

Table 45 Area wise difference based on manipulative skills of female principals

Area	N	Mean	*t* value	df	*p* value
Urban	17	34.00	.115	40	.909
Rural	25	34.12			

Table 45 shows ($t= .115$, $p>0.05$) p value (.909) was greater than 0.05 and null hypothesis stating that there is no significant difference in the mean scores of Manipulative Skills of female principals of urban and rural secondary school was accepted. So, there was no significant difference found.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1 Summary

The topic of this study was "A Comparative Study of Management Competencies of Male and Female Principals of Secondary Schools". The objectives were to; find out the management competencies of the principals of secondary schools, compare the management competencies of male and female principals and compare the management competencies of principals of urban and rural secondary level. All 97 principals of Islamabad Model Schools (secondary level) of urban and rural areas were the population of present study. Sample of the study i.e. 77 principals, 26 principals of Urban schools (17 Female, 09 Male) and 51 principals of Rural schools (25 Female, 26 Male) was selected by applying stratified random sampling technique. Head Competencies Assessment Scale was adapted for this research on five point rating scale ranging From "Never" to "Always". To identify competency based management behaviors the study specifically followed the competencies pattern developed by Charles A. Allen (Alka, 1997) which included five management competencies namely Technical Knowledge, Morale, Judgment, Occupational Knowledge and Manipulative Skills. Research instrument was pilot tested and validated by experts before it was used for final data

collection. Independent sample *t* test was used to compare gender and area wise management competencies of the principals.

5.2 Findings

This study investigated the management competencies of secondary schools principals and differences in terms of gender (male and female) and location (urban and rural) of schools. Following findings were drawn from the study on the basis of data analysis.

1. The mean score of management competencies of principals of secondary school was 294.55. Morale has highest mean score 98.68 and Manipulative skills has lowest mean score 33.96. (Table 9)
2. There was no significant difference found in the mean scores of management competencies of male and female principals of secondary schools. Mean score of male principals was 289.57 and the mean score of female principals was 298.96. *t* value was 1.399 and *p* value was .166. (Table 10)
3. There was no significant difference observed in the mean scores of management competencies of principals in urban and rural secondary schools. Mean score of principals of urban schools was 286.92 and the mean score of principals of rural schools was 298.43. *t* value was 1.687 and *p* value was .096. (Table 11)
4. There was no significant difference observed in the mean scores of management competencies of male and female principals of urban secondary schools although mean score of male principals of urban schools 275.00 was less than the mean

score of female principals of urban schools 293.24. *t* value was 1.539 and *p* value was .137. (Table 12)

5. There was no significant difference in the mean scores of management competencies of male and female principals of rural secondary school. Mean score of male principals of rural schools was 292.08 and the mean score of female principals of rural schools was 299.96. *t* value was 1.028 and *p* value was .309. (Table 13)
6. There was no significant difference in the mean scores of management competencies of male principals of urban and rural secondary schools however mean score of male principals of rural schools was 294.62 was greater than male principals of urban schools was 275.00 and the mean score of. *t* value was 1.606 and *p* value was .118. (Table 14)
7. There was no significant difference in the mean scores of management competencies of female principals of urban and rural secondary schools. Mean score of female principals of urban schools was 293.24 and the mean score of female principals of rural schools was 302.40. *t* value was 1.179 and *p* value was .245. (Table 15)
8. There was no significant difference found in the mean scores of Technical knowledge of male and female principals of secondary schools. Mean score of male principals was 36.11 and the mean score of female principals was 37.02. *t* value was .764 and *p* value was .447. (Table 16)

9. There was no significant difference in the mean scores of Technical knowledge of principals of urban and rural Secondary Schools. Mean score of principals of urban schools was 35.69 and the mean score of principals of rural schools was 37.08. *t* value was 1.110 and *p* value was .270. (Table 17)
10. There was no significant difference observed in the mean scores of Technical knowledge of principals of urban secondary schools. Mean score of male principals of urban schools was 34.00 and the mean score of female principals of urban schools was 36.59. *t* value was 1.227 and *p* value was .232. (Table 18)
11. There was no significant difference in the mean scores of Technical knowledge of principals of rural secondary schools. Mean score of male principals of rural schools was 35.00 and the mean score of female principals of rural schools was 32.28. *t* value was .202 and *p* value was .841. (Table 19)
12. There was no significant difference in the mean scores of Technical knowledge of male principals of urban and rural secondary schools. Mean score of male principals of urban schools was 34.00 and the mean score of male principals of rural schools was 36.85. *t* value was 1.146 and *p* value was .260. (Table 20)
13. There was no significant difference in the mean scores of Technical knowledge of female principals of urban and rural secondary schools. Mean score of female principals of urban schools was 36.59 and the mean score of female principals of rural schools was 37.32. *t* value was .596 and *p* value was .554. (Table 21)
14. There was no significant difference in the mean scores of Morale of male and female principals of secondary schools. Mean score of male principals was 96.74

and the mean score of female principals was 100.29. *t* value was 1.246 and *p* value was .216. (Table 22)

15. There was no significant difference in the mean scores of Morale of principals of rural and urban secondary schools. Mean score of principals of urban schools was 97.15 and the mean score of principals of rural schools was 99.45. *t* value was .764 and *p* value was .447. (Table 23)
16. There was no significant difference in the mean scores of Morale of male and female principals of urban secondary schools. Mean score of male principals of urban schools was 92.22 and the mean score of female principals of urban schools was 99.76. *t* value was 1.124 and *p* value was .272. (Table 24)
17. There was no significant difference in the mean scores of Morale of male and female principals of rural secondary schools. Mean score of male principals of rural schools was 98.31 and the mean score of female principals of rural schools was 100.72. *t* value was .876 and *p* value was .385. (Table 25)
18. There was no significant difference in the mean scores of Morale of male principals of urban and rural secondary schools. Mean score of male principals of urban schools was 92.22 and the mean score of rural male principals was 98.31. *t* value was .977 and *p* value was .326. (Table 26)
19. There was no significant difference in the mean scores of Morale of female principals of urban and rural secondary schools. Mean score of female principals of urban schools was 99.76 and the mean score of female principals of rural schools was 100.64. *t* value was .318 and *p* value was .752. (Table 27)

20. There was no significant difference observed in the mean scores of Judgment of male and female principals of secondary schools. Mean score of male principals was 49.86 and the mean score of female principals was 51.33. *t* value was .607 and *p* value was .546. (Table 28)
21. There was no significant difference in the mean scores of Judgment of principals of rural and urban secondary schools. Mean score of principals of urban schools was 48.27 and the mean score of principals of rural schools was 51.88. *t* value was 1.427 and *p* value was .158. (Table 29)
22. There was no significant difference in the mean scores of Judgment of male and female principals of urban secondary schools. Mean score of male principals of urban schools was 46.33 and the mean score of female principals of urban schools was 49.29. *t* value was 1.197 and *p* value was .243.(Table 30)
23. There was no significant difference in the mean scores of Judgment of male and female principals of secondary schools. Mean score of male principals of rural schools was 50.77 and the mean score of female principals of rural schools was 52.28. *t* value was .436 and *p* value was .664. (Table 31)
24. There was no significant difference in the mean scores of Judgment of male principals of urban and rural secondary schools. Mean score of male principals of urban schools was 46.33 and the mean score of male principals of rural schools was 51.08. *t* value was 1.050 and *p* value was .301. (Table 32)
25. There was no significant difference in the mean scores of Judgment of female principals of urban and rural secondary schools. Mean score of female principals

of urban schools was 49.29 and the mean score of female principals of rural schools was 52.72. *t* value was 1.134 and *p* value was .264. (Table 33)

26. There was no significant difference in the mean scores of Occupational Knowledge of male and female principals of secondary schools. Mean score of male principals was 73.03 and the mean score of female principals was 75.98. *t* value was 1.678 and *p* value was .097. (Table 34)
27. There was no significant difference in the mean scores of Occupational Knowledge of urban and rural principals of secondary schools. Mean score of principals of urban schools was 72.50 and the mean score of principals of rural schools was 75.73. *t* value was 1.747 and *p* value was .085. (Table 35)
28. There was no significant difference in the mean scores of Occupational Knowledge of male and female principals of secondary schools. Mean score of male principals of urban schools was 70.44 and the mean score of female principals of urban schools was 73.59. *t* value was .991 and *p* value was .331. (Table 36)
29. There was no significant difference in the mean scores of Occupational Knowledge of male and female principals of rural secondary schools. Mean score of male principals of rural schools was 74.08 and the mean score of female principals of rural schools was 77.80. *t* value was 1.726 and *p* value was .091. (Table 37)
30. There was no significant difference in the mean scores of Occupational Knowledge of male principals of urban and rural secondary schools. Mean score

of male principals of urban schools was 70.44 and the mean score of male principals of rural schools was 73.92. *t* value was 1.032 and *p* value was .310. (Table 38)

31. There was no significant difference in the mean scores of Occupational Knowledge of female principals of urban and rural secondary schools. Mean score of female principals of urban schools was 73.59 and the mean score of female principals of rural schools was 77.60. *t* value was 1.979 and *p* value was .055. (Table 39)
32. There was no significant difference in the mean scores of Manipulative Skills of male and female principals of secondary schools. Mean score of male principals was 33.83 and the mean score of female principals was 34.07. *t* value was .296 and *p* value was .768. (Table 40)
33. There was no significant difference in the mean scores of Manipulative Skills of urban and rural principals of secondary schools. Mean score of principals of urban schools was 33.31 and the mean score of principals of rural schools was 34.29. *t* value was 1.150 and *p* value was .254. (Table 41)
34. There was no significant difference in the mean scores of Manipulative Skills of male and female principals of urban secondary schools. Mean score of male principals of urban schools was 32.00 and the mean score of female principals of urban schools was 34.00. *t* value was 1.213 and *p* value was .237. (Table 42)
35. There was no significant difference in the mean scores of Manipulative Skills of male and female principals of rural secondary schools. Mean score of male

principals of rural schools was 33.92 and the mean score of female principals of rural schools was 33.88. *t* value was .049 and *p* value was .961. (Table 43)

36. There was no significant difference in the mean scores of Manipulative Skills of male principals of urban and rural secondary schools. Mean score of male principals of urban schools was 32.00 and the mean score of male principals of rural schools was 34.46. *t* value was 1.658 and *p* value was .107. (Table 44)
37. There was no significant difference in the mean scores of Manipulative Skills of female principals of urban and rural secondary schools. Mean score of female principals of urban schools was 34.00 and the mean score of female principals of rural schools was 34.12. *t* value was .115 and *p* value was .909. (Table 45)

5.3 Conclusions

Conclusions drawn from the findings were:

1. The results of the study showed that highest mean score was related to Morale it means the principals of secondary schools was more punctual, cooperative and committed with their work. The lowest mean score was related to Manipulative skills which includes the qualities like creativity and communication. Technical knowledge has also low mean score it included matters related financial administration and record maintenance (Finding No. 1).
2. It was concluded that no gender wise difference found in the management competencies and sub categories of management competencies (Technical

Knowledge, Morale, Judgment, Occupational Knowledge and Manipulative skills) of principals of secondary schools (Finding No. 2, 8, 14, 20, 26, and 32).

3. It was deduced that no area wise significant difference was found in the management competencies and sub categories of management competencies (Technical Knowledge, Morale, Judgment, Occupational Knowledge and Manipulative skills) of principals of secondary schools (Finding No.3, 9, 15, 21, 27, and 33).

4. Findings of the study indicate that no gender wise significant difference was found in the management competencies and sub categories of management competencies (Technical Knowledge, Morale, Judgment, Occupational Knowledge and Manipulative skills) of male and female principals of urban secondary schools however in management competencies mean score of female principals was more than male principals (Finding No.4, 10, 16, 22, 28, and 34).

5. It was also concluded that no gender wise significant difference was found in the management competencies and sub categories of management competencies (Technical Knowledge, Morale, Judgment, Occupational Knowledge and Manipulative skills) of male and female principals of rural secondary schools (Finding No.5, 11, 15, 21, 29, and 35).

6. It was concluded that no area wise significant difference was found in the management competencies and sub categories of management competencies (Technical Knowledge, Morale, Judgment, Occupational Knowledge and Manipulative skills) of male principals of secondary schools while mean score of male principals of rural schools in management competencies was greater than male principals of urban schools (Finding No.6, 10, 18, 24, 30, and 36).
7. It was deduced that no area wise significant difference was found in the management competencies and sub categories of management competencies (Technical Knowledge, Morale, Judgment, Occupational Knowledge and Manipulative skills) of female principals of secondary schools (Finding No.7, 13, 19, 25, 31, and 37).

5.4 Discussion

The present research study was aimed to compare the management competencies of urban and rural, male and female principal's of secondary schools. Principals of Islamabad model schools (Secondary schools) of urban and rural area were the population. The sample of the study consisted of 77 principals included 26 principals of urban schools (17 Female, 09 Male) and 51 principals of rural schools (25 Female, 26 Male). Head Competencies Assessment Scale was adapted for this research. To identify competency based management behaviors this study was specifically follows the competencies pattern developed by Charles A. Allen (Alka, 1997); which included five

management competencies named as Technical Knowledge, Morale, Judgment, Occupational Knowledge and Manipulative Skills.

This study revealed that there was no gender wise difference in management competencies of principals of secondary schools. This result was supported by Noureen (2003). She found that gender does not affect the management competencies of heads.

This study revealed that there was no gender wise difference in sub categories of management competencies of principals of secondary schools. Findings of Muraina (2014) study revaeled that there was significant relationship between principals' managerail skills and administative effectiveness. Njideka & Ikegbusi (2016) found in their study among others that principals consider instructional leadership skills as a very essential management skill for effective secondary school administration. It was also found in the study of Matheri, Cheloti, & Mulwa (2015) that there was no significant relationship between the principles gender and their effectiveness in personnel management, student management and financial management.

The results of findings shows that the mean score of female rural principals was greater than the rural male, this result is supported by Oboegbulem (2013) study; showed that female principals posses administrative skills and competencies for effective secondary school management.

Njideka & Ikegbusi (2016) found in their study among others that principals consider instructional leadership skills as a very essential management skill for effective secondary school administration. It was also found out in the study of Matheri, Cheloti, &

Mulwa (2015) that there was no significant relationship between the principles gender and their effectiveness in personnel management, student management and financial management.

5.5 Recommendations

Based on the findings and conclusion drawn from the data analysis, following recommendations are offered:

A. For Policy Makers, Administrators

1. Results showed that Manipulative skills and Technical knowledge have lowest mean score. On the basis of findings it is recommended that Capital Administration and Development Division and administrators may organize workshops or training sessions for principals to improve their skills.
2. The mean score of female principals in urban area schools is slightly greater than the male principals. On the basis of finding it is recommended that the management practices of female principals be replicated in case of male institutions. The Capital Administration and Development Division may devise a mechanism for training of male principals through organizing seminars, workshops and conferences and other capacity building measures to enhance the quality and competence of principals.
3. Results showed that rural male principals were better in management competencies than urban males. Government may devise mechanism for

exchange of expertise between rural and urban school heads particularly at secondary level for mutual benefit.

4. Policy makers may ensure separation of management and teaching cadres as recommended by National Education Policy, 2009 and implement it in public schools of Islamabad at the earliest.

B. For Future Researchers:

This study was delimited to the Secondary Schools similar studies may also be conduct for other levels of schooling.

1. A comparative study using the same instruments for public and private sector schools may be conducted.
2. A national level study may also be conducted to find difference in management practices of schools heads located in different federating units.
3. This study has been conducted by using the competencies pattern developed by Charles A. Allen. Similar other competency patterns are also available in literature. The researcher may try those as well to find out which one best suit to our conditions.

REFERENCES

Adetona, A. (2003). The Role of Vice-Principal in Secondary Schools. *ANCOPSS.* All Nigeria Confederation of Principals of Secondary Schools.

Alka, K. (1997). *Effective School Management and Role of Principals.* New Delhi: Vikas Publications.

Baartman, L. K., Bastiaens, T. J., Kirschner, P. A., & Van Der Valeuten, C. P. (2007). Evaluating assessment Quality in Competence-Based Education: A Qualitative Comparision of two Frameworks. *Educational Research Review2.*

Bahiraei, S., Mahmoudi, S. M., Matin, H. Z., & Soloukdar, A. (2012). Devising Academic Principals' Competencies Model by Concept Mapping Method. *Journal of Basic and applied Scientific Research.*

Dash, M., & Neena, D. (2008). *School Management.* New Delhi: Atlantic Publishers & Distributers (P) Ltd.

Gay, L., Geoffrey, E. M., & Airasian, P. (2008). *Educational Research* (Ninth ed.). Prentice Hall.

Helene, A., Christopher, D., & Olof, J. (Eds.). (2016). *A Decade of Research on School Principals: Cases from 24 Countries.* Switzerland: Springer International Publishing.

Kayikci, K., & Yilmaz, O. (2014, April). Effects of Knowledge Management Competencies of School Principals' to Quality Studies in School. *International Journal of Business and Social Sciences, 5.*

Khoshouer, M. S., Oreyzi, H. R., & Noori, A. (2013, July). The Eight Managerial Competencies: Essential Competencies for Twenty Century Managers. *Iranian Journal of Management Studies (IJMS), 6.*

Kochhar, S. (2011). *School Administration and Management.* New Delhi: Sterling Publishers Private Limited.

Leithwood, K., Louis, K., Anderson, S., & & Wahlstrom, K. (2004). How leadership influences students leraning (Executive Summary). *The Wallace Foundation; University of Tornoto, Ontario Institute for Studies in Education; and University of Minnesota, center for Applied Research and Educational Improvement.*

Leithwood, K., Louis, K., Wahlstrom, K., Anderson, S., Mascall, B., & & Gordon, M. (2007). *How Successful Leardership Influences Student Learning: the Second Installment of a Longer story.* Second International Handbook of Educational Change, Springer International Handbooks of education.

Marishane, R. (2011). School Leadership in a Context: A Case for School- based Management.

Matheri, E. W., Cheloti, S. K., & Mulwa, D. M. (2015). Principals' Gender and Management Effectiveness in Secondary Schools: Case of Mtito Andei Division, Kenya. *Journal of Education and Practice, 6*.

Memisoglu, D. S. (2015, February). The Perception of Teachers About Management skills of School Principals. *International Journal of Humanities and Social Sciences, 5*.

Mestry, R., & Singh, P. (2007). Continued Professional Development for Principals: A South African Perspective. *South African Journal of Education, 27(3)*.

Muraina, M. B. (2014). Principals' Managerial Skills and Administartive Effectiveness in Secondary Schools in Oyo State, Nigeria. *Global Journal of Management and Business Research: A Administration amd Managemnt, 14*(3).

Njideka, G., & Ikegbusi, D. (2016, July-Sept.). Management Competency Needs of Principlas for Effective Administration of Secondary Schools in Nigeria. *International Journal of Advanced Research in Education & Technologies (IJARET), 3*(3).

Noureen, G. (2003, October). *A Study of Relationship between School Heads Management Competencies with School Effectiveness and Designing of an In-Service Training Programme for Secondary Schools Heads in Pakistan* (Doctoral dissertation, University of the Punjab, Lahore, Pakistan). Retrived from http://prr.hec.gov.pk/Thesis/1356.pdf

Oboegbulem, D. A. (2013). Administrative Competencies of Female Principlas in Secondary Schools in Nsukka Education Zone. *Research on Humanities and Socail Sciences, 3.*

Oluremi, O. F. (2013, June). Management Competence; Need for Effective Professionalization of Nigeria Secondary School Principals. *Kuwait Chapter of Arabian Journal of Business and Management Review, 2.*

Roald F., C., Jhon E. Corbally, J., & Jhon A., R. (1996). *Introduction to Educational Administration* (Third ed.). Boston: Allyn And Bacon, Inc.

Sanghi, S. (2007). *The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations* (Second ed.). New Delhi: Vivek Mehra for Sage Publications India Pvt Ltd.

Schroeter, K. (2008, October). Competence Literature Review. *Competency & Credentialing Institute. CCI.*

Sidhu, K. (2008). *School Organisation & Administration.* New Delhi: Sterling Publishers Private Limited.

Titrek, O. (2015). The Level of Innovation Management of School Principals' in Turkey. *Academia.edu.*

Vidhyanidhi Education Society . (2015, August 8). Retrieved from http://teachertrainingmumbai.com/blog/?p=1073

Williams, H. S. (2000). Teacher's Perceptions of Principal Effectiveness in Selected Secondary Schools in Tennessee. *Academic Search Elite*.

Annexure 1

HEAD COMPETENCIES ASSESSMENT SCALE (HCAS)

(FOR HEADS)

School Name: _____

Urban: ☐ **Rural:** ☐

Male: ☐ **Female:** ☐

Professional Qualification: _____

Total Job Experience: _____

Total Experience as a Head: _____

Note: List of activities with five scales has been given below, in which as a head of institutions you may directly or indirectly involve. Kindly tick the point, which accurately presents your opinion.

Scale

Never (N) = 1

Rarely (R) = 2

Sometimes (S) = 3

Frequently (F) = 4

Always (A) = 5

Being a Head of School You:

		N	R	S	F	A
1	Keep financial account updated.					
2.	Supervise important financial record under the charge of staff.					

3.	Supervise the office staff in proper maintenance of record.	N	R	S	F	A
4.	Evaluate the best use of resources.					
5.	Understand the role of audit.					
6.	Arrange for the orientation of concerned staff members on the procedure for the maintenance of cash books, ledgers and stock registers.					
7.	Follow deadlines.					
8.	Establish procedures to regulate activities.					
9.	Hold periodic meetings of teachers regarding coverage of syllabi.					
10.	Create conditions to enhance staff commitment.					
11.	Identify the needs of institution.					
12.	Evaluate own performance in achieving objectives.					
13.	Help others to work more effectively.					
14.	Encourage staff to share their problems feeling and frustrations.					
15.	Involve teachers in different plans of school development.					
16.	Enhance the concept of team among staff to achieve school objectives.					
17.	Plan to raise the attendance rate of teachers and students.					
18.	Plan in time completion of content material.					
19.	Plan to conduct examination in due times.					
20.	Prepare and implement of institutional/organizational plan.					
21.	Demonstrate skills in public dealing.					
22.	Accept criticism with patience.					
23.	Compromise where necessary.					
24.	Give priority to important tasks.					

		N	R	S	F	A
25.	Plan schedules of activities regularly.					
26.	Monitoring school issues regularly.					
27.	Evaluate student learning difficulties and try to resolve them.					
28.	Evaluate the planning and implementation of curriculum programs.					
29.	Work according to policy, law and standards.					
30.	Clear understanding of the duties.					
31.	Work within the limit of authority.					
32.	Keep in view personality differences.					
33.	Ignore external pressure at the time of decision.					
34.	Discuss the institutional plan with staff.					
35.	Identify the problems and difficulties in efficient functioning of school.					
36.	Strive for equity in all decision.					
37.	Gather data and facts to make decision.					
38.	Ensure equality of treatment to all students and employees irrespective of gender, creed, cast and socio-economic status.					
39.	Plan to resolve conflicts on priority basis.					
40.	Address ethical issues within organization.					
41.	Diagnose the causes of low achievements of pupils.					
42.	Efficient and Effective supervision of all the activities in school.					
43.	Regular check on teacher diaries.					
44.	Develop policy of self-assessment by teachers.					
45.	Provide feedback on performance.					
46.	Review success and failure of intuitional plan of the previous year before planning for the new academic year.					

		N	R	S	F	A
47.	Identify the additional resources required for institution.					
48.	Different committees of staff members are working for different activities.					
49.	Plan school participation in science fairs.					
50.	Plan school participation in co curriculum activities (games, debates, speech etc.)					
51.	Conduct survey of the school building furniture facilities to identify major repairs.					
52.	Assess school's requirements for science laboratories, library and teaching aids.					
53.	Plan for helping the needy students.					
54.	Make information accessible to staff.					
55.	Give rewards for higher performance of teachers.					
56.	Identify professional needs of staff.					
57.	Encourage teachers for participation in in-service trainings or refreshing courses for their development.					
58.	Act sympathetically towards staff members.					
59.	Maintain a close liaison with the local and voluntary organizations.					
60.	Gathering public support.					
61.	Maintain working relationships with all employees of school.					
62.	Establishing good working relationship with influential groups.					
63.	Involve parents in school council.					
64.	Identify several alternatives in problem solving.					
65.	Communicate organizational needs to staff and public.					
66.	Avoid ambiguous language while transmitting information.					

		N	R	S	F	A
67.	Continual connection with Education Department about different educational matters.					
68.	Plan innovative and creative projects.					
69.	Encourage staff to plan innovative and creative changes.					
70.	Provide suitable environment for change.					
71.	Help teaches bring innovation and creativity in teaching.					

Annexure 2

LIST OF EXPERTS

S. No	Name	Designation
1.	Dr. Shamsa Aziz	Associate Professor/ Chairperson
2.	Dr. Zarina Akhtar	Assistant Professor
3.	Ms. Alina Raza	Research Associate
4.	Ms. Sumaira Batool	Research Associate
5.	Ms. Humaira Imran	Research Associate