

A COMPARATIVE STUDY OF MANAGERIAL STYLE OF PRINCIPALS OF IMCG AND IMCB COLLEGES, AN APPLICATION OF BLAKE AND MOUTON'S MANAGERIAL GRID



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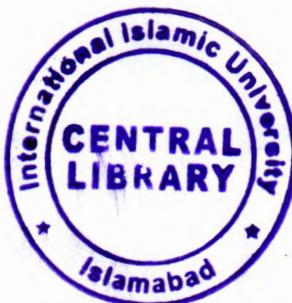
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BY

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REG.NO.101-FSS/MSEDU/F10

Submitted in partial fulfillment of the requirements for the MS Degree in Education.

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
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ISLAMABAD**

2016

DECLARATION

I, Ayesha Iqbal

Do hereby solemnly declare that the work presented in the following thesis is my own work, was carried out for partial fulfillment of requirement of MS Degree Program from INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD . No part of the thesis has been previously present for any other degree.

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FORWARDING SHEET/CERTIFICATE

The thesis titled "A Comparative Study of Managerial Style of Principals of IMCG and IMCB Colleges , An Application of Blake and Mouton's Managerial Grid" . Submitted by Ayesha Iqbal in partial fulfillment of MS Degree in Education had 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 IIUI rules & regulations.

Signature : 

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Date: 10/6/16

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

DEDICATED TO

*My Beloved parents and my beloved sisters Maah- noor , Farwa , Alishba , Remaa , my
esteemed father Muhammad Iqbal ,and my mother Bushra Iqbal*

*With profound love and for their efforts and unending support in the completion of my
dissertation,*

My sister Robina iqbal , who never get tired while listen to me.

Approval Sheet

A Comparative Study of Managerial Style of Principals of IMCG and IMCB Colleges ,

An Application of Blake and Mouton's Managerial Grid.

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(**Allhamdo – Lillahahe - Rabh-e-Alimin**)

Praise to upon Allah, the Almighty, Who is just Kind and Compassionate .
Who enabled me to get education , Blessings Of ALLAH be for the Holy Prophet
Hazrat Muhammad (P.B.U.H) .The City of Knowledge.

First of all , I am highly thankful to Allah Almighty for the completion of my research work and my parents whose continuous encouragement and prayers enabled me to do it well, whose intellect dazzled us, whose vision inspired us and whose Mission drive us. I have no words for my parents to offer gratitude and humble thanks for care.

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ABSTRACT

Management and education has close relationship. Education serves the society and management improves education in the educational institutes. Management plays an important role in the outcome of educational institute .Environment of educational institute depicts the competency and professional abilities of the head of institute. In any educational institute there is skilled and efficient leader, role of a leader is the key of success of any institute .He is guider, facilitator, director, psychotherapist, supervisor and ideal leader .In educational leadership and management, principal who is responsible for all the actions of the school , college. Who led directly indirectly different individuals like teachers , students' administrative staff .Principal's behavior directly or indirectly effect on the performance of teachers and students. It will be helpful for both male and female principals in the adoption of management style favored by college teachers. It will be useful for higher education authorities they may find the findings of the study useful in their efforts towards managing and planning the college system.

The study was aimed to investigate the management style of male and female Principals' of Islamabad Model College for Boys and Islamabad Model College for Girls. The research was carried out with the following objectives ; (1)Find out the managerial style of male and female principals. (2) Compare the managerial styles of male and female principals. (3) Explore how much both types of principal's managerial style fit into Blake and Mouton's managerial grid. Population of the study includes all the Principal of Islamabad Model College for Boys and Islamabad Model

College for Girls and all the 685 male and 631 female college teachers. The total sample size consisted 15 male principal and 15 female principal, and 150 teachers from IMCGS and 150 from IMCBS, and 10 teachers from each 30 college. Simple random sampling technique was used in selection of teachers from each college. To measure the management style of the college principals, open ended interview was done from male and female principals. Five point Likert scale was used in questionnaire which was developed for teachers, validated and used as the research instrument. Data from principal and teacher was collected through personal contact. According to Blake and mouton's grid team leader style is best managerial style where leader is concerned with production and employee equally. The conclusion of the study were majority of male college teachers viewed their principal as "Impoverished Managerial leader" for whom minimum concern with people or staff and with goals and success of college is enough to sustain college membership. He/ She expect little and give little. Principal is less concerned with teachers and college goals. Majority of female college teachers viewed their principal as "Team Leader" principal can change their decisions and policies when it seems to be unbeneficial for teachers and students. In some cases male teachers also viewed their principal as team leaders who gave full and equal emphasis both to the demands of the college and needs of the staff and students. While in some case female college teachers viewed their principal "Authoritative Leader" for whom production and good results are important rather than good relations with staff. Further studies can be done on this issue with well designed follow-up studies with better sampling procedure. Management training programs may be initiated for principals as leadership training programs (LT), and

these programs should be made mandatory for male and female principals. Workshops and refresh course may be introduced for administrators'. As the present study was conducted on Islamabad Model College for Boys and Girls , but further studies may be done on four province 's private and public schools and colleges in order to identify their professional needs at different level of education.

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CHAPTER 1

INTRODUCTION

A leader is one who sees more than others see,

Who sees farther than others see,

And who sees before others see. (Leroy Eimes , 2015)

It's a time of new generation of leadership to cope with new opportunities and new problems. We are living in twenty first century management is most important component of all social organizations. In new era global competition has become a new way of life as changes in technology, new innovations in technology, international affairs, are all these demanding from manager to reexamine their methods and goals

Management is a set of activities which includes planning, organizing, leading and controlling, decision making, monitoring. Direction is given to an organization's resources, includes human, financial, physical and information for to achieve goals in an effective manner and within the decided time duration. Management can be described systematic process in which manager or leader leads his team towards achievement of goals by directing or leading them in proper form and way, duties are assigned. Planning is done and goals are set.

It's a process of full cooperation, participation, and full involvement of others in an organized way to achieve educational objectives. It's a social process which emphasis on the interaction of people both inside and outside of educational institute. An educational

manager is the person on specific position who ensures change in other people's behavior patterns for to achieve educational objectives entrusted to him.

According to Muhammad Ashraf (2009), Management is the key of success for educational institute, and organizations. It is the process of reaching educational goals by working with other subordinates; it is the process of getting work from people and other organizational resources in organized form. Management also refers to the individual who guide and lead organizations or to a career devoted to the task of guiding and directing the organization. Successful management totally depends on the individuals or on human elements. Educational managers or heads alone can't perform alone all the duties and responsibilities without the help and cooperation of other staff members. They work with others to achieve academic goals and objectives. Syed Manzor Hussain Shah et al., (2015) stated that good management is essential in schools because schools provides education, and education is essential for the economic, social and moral development of the nation.

Head of educational institute has the ability to influence other staff through his behavior and according to his desires in a particular situation, Head play leading role up to some extent, some head leads naturally while others seem to struggle, Being a good leader is doesn't ensure success but other elements are also necessary.(Hussain ,2005)

Management of educational institute as a college or school means setting realistic goals and making efforts to achieve them. This process of achieving goals involves different phases as setting goals, allocation of resources, defining the duties, evaluation and monitoring of work, and resetting objectives according to situations and circumstances. Head of institute constantly motivates and lead his team through motivation and satisfying

their needs and demands. Successful head accepts his faults and responsibilities, as his actions are keenly observed by teachers and other staff.

Management is an art and social process which is designed to ensure cooperation, involvement, devotion and individuals do work as team for the achievement of the given or determined objectives. Same wise educational management is the process of allocating resources and validating the purpose to achieve goals within available resources. It's the process in which manager involves happy, healthy productive individuals who work happily efficiently by utilizing their time and resources in the best way. The good manager knows how well he can utilize resources and can save time and how financial and economic issues can be handled. At college level principal or head of college manage all the activities of college, duties are assigned to teachers. Teachers are directly responsible of their job assigned by college principal. Principal motivates teacher for higher productivity via their satisfaction and morale. It's a reality that productivity of any organization, institute is related to the style of management.

Principal is the person who performs administrative tasks similar as superintendent of schools, but college principal does so according to the policy of the college. He handles finance, students, teacher, admin staff, resources, community, parents and tasks. He is immediate boss of the college and also takes care of community demands and personality requirements of staff teachers'. He keeps balance between production and people. Principal's managing style directly effects on performance of teachers. Generally it is said that heads of schools or educational institutes indicates the quality of education, and this quality is measured by the results of students , discipline among staff members and

students. Climate of institute is directly affected by the managerial style of head. How well he manages whole system. Male and female head both playing role as manager leader director. This study focus on unanswered question that whom style of managing college is according to Blake and Mouton's managerial grid, male head or female head. (Parveen and Adeel, 2012).

There have been many theories about management throughout past, many leadership style have been introduced by theorist. Among these Blake and mouton managerial grid has attracted the attention of many researchers and scholars.

L.Molloy,(1998) review managerial grid by Blake and Mouton , he described the sketch of managerial grid in this manner, grid was developed by Robert Blake and Jane Mouton in 1958 and 1960.it was presented in graphical portrayal of a two dimensional which consist five leadership styles. Descriptive labels were used commonly for each style.

The Managerial Grid

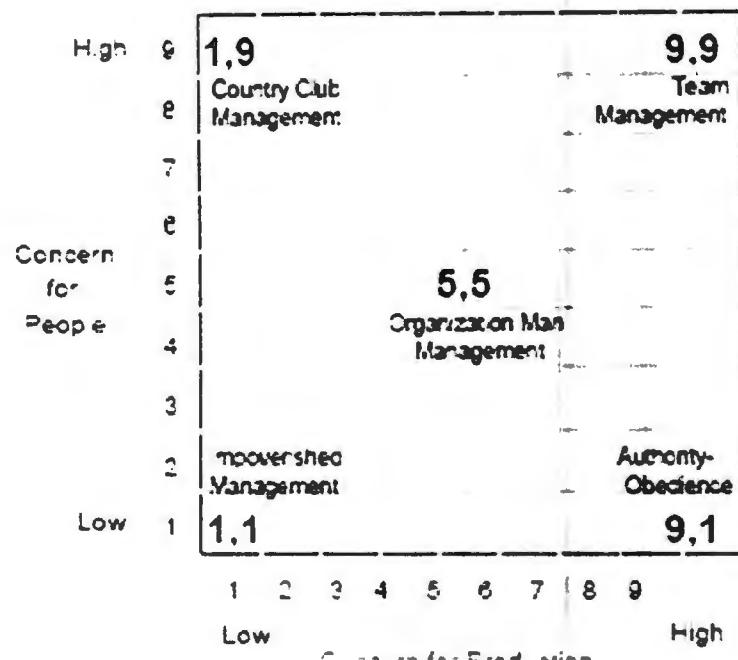


Figure No. 1. Managerial Grid, Source; Adapted From; *Leadership As The Management Of Process And Culture ; An Integrated Model.* (p21) By L. Molloy, Ellis (1995).

Two dimension was presented as Concern for People or and concern for Production. Concern for people refers satisfying employee needs more rather than giving thoughtful attention towards productivity and Concern for production means more attention towards productivity.

1.1 Rational of the Study

Researcher has selected this topic because now a day's adoption of effective management style by principal is a great challenge .We are moving towards 21st century , New challenges and innovations are taking place. In educational setup whole staff, students,

administrative staff is dependent on principal's decisions. They do their jobs which are assigned by principals and they all are answerable to the principal about their work. Principals' management style and techniques directly affect the performance of staff remembers and students. It also effects the accomplishment of desired goals of college. Principals' management style is directly related to the desired outcomes and goals set by college. Lot of work have been done related to Blake and mouton's managerial grid and its implication in educational setup, but in Pakistan limited work have done regarding to this context at college level. Researcher has curiosity in mind that whom management style of both male and female is better for college and what are the views of teachers about their principal's management style. This study is significant because it investigates via comparison of the male and female principals' management style according to Blake and Mouton grid.

1.2 Statement of the problem

Management is the process in which we get work done by others .we involve and guide our subordinates towards the attainment of our desired goals Principal is the key person in college and school. But usually principals ignore their duties and responsibilities assigned to them. Educational institutions may possess good reputation because of their good results, discipline among students and staff, but working condition and performance may be remarkable due to management style which is adopted by its head or principal. All decisions are made by him; he/she is responsible for all activities of college. Principal is the representative of the society or community and tries to fulfill demands of the society .Male and female principal are working side by side at college level. They may differ

according to their nature and behavior but performing same duties .This study is intended to compare the managerial style of female and male principals of Islamabad Model College for Girls and Islamabad Model College for Boys, based on Blake and Mouton 's managerial grid.

1.3 Objectives of the study

This research study was intended to;

1. Find out the managerial style of male and female principals.
2. Explore how much both types of principal's managerial style fit into Blake and Mouton's managerial grid.
3. Compare the managerial styles of male and female principals.

1.4 Research Hypotheses

Hypothesis of the research study were:

H_0 1. There is no significant difference between the mean score of impoverished managerial style of male and female Principals.

H_0 2. There is no significant difference between the mean score of team leader managerial style of male and female Principals.

H_0 3. There is no significant difference between the mean score of authoritative managerial style of male and female Principals.

H_0 4. There is no significant difference between the mean score of middle of the road managerial style of male and female Principals.

H_0 5. There is no significant difference between the mean score of country club managerial style of male and female Principals.

1.3 Significance of the study.

Good education is the result of good management. Management style and behavior of principal's directly indirectly effect on the performance of many variables. This study provides guideline to the male and female principals about their management style and to evaluate it .It can help principals in adoption of effective management style as perceived by college teachers. Management courses and trainings are essentials for both male and female principals, refresh courses and orientation courses can be organized by different agencies. This study may provide information about principals who are performing well and about those who are appropriate for college. Future researchers can further do work on this issue related to this phenomenon. Findings of this study may helpful for higher educational authorities in their efforts of better management systems of colleges.

1.4 Methodology of the study

The following procedure was adopted for this study.

1.4.1 Population

All male and female teachers and principals of 30 model colleges were the population of the study. Total number of teachers was 1,316 in male and female colleges of Islamabad, which include 631 female and 685 male college teachers.

1.4.2 Sample and Sampling Technique

Simple random sampling technique was used to select sample. All 30 principal's IMCGs, IMCBs were sample of the study. 300 (20%) teachers were selected as sample of the study 150 teachers from Islamabad Model College for Boys and 150 from Islamabad Model College for Girls. 10 teachers were selected from each college randomly.

1.4.3 Data Collection

Data were collected from teachers through questionnaire and from principal through structured interview. Researcher personally visited each college to collect data from teachers and principals and principals. 10 teachers were selected randomly from each college. The simple random sampling technique was used to select teachers.

1.4.4 Data Analysis

The data were collected through the questionnaire and interview. And were analyzed in the light of the objectives of the study. Mean, T-test and frequency were used as the analysis technique of data analysis. Structured interview were analyzed through coding and decoding.

CHAPTER 2

LITERATURE REVIEW

The study focused on the managerial styles of male and female of IMCG and IMCB according to Blake and Mouton managerial grid.

2.1 MANAGEMENT

Management plays a vital role in success of any organization institute. Term management has been defined by various researchers and authors in different terms and word, and all terms and word convey almost same meaning of management. As we can't define it in single and complete word. Management can be defined as it's a process of setting goals and achieving those goals in proper way by utilizing resources. It also means to arrange things in a proper way and get the work from others; it's a process in which objectives are achieved through the work done by other. Management is a process of planning organizing motivating and controlling the resources in order for to attain organizational objectives.

Robbins and Coultan (1991) say that management is the process of getting activities efficiently with and through other people. (Rahmatullah, 1999). Management is defined as the process of setting and achieving goals through the execution of the five basic management functions that utilize human, financial, and material resources (Plunkett, 1985). There are a number of points in this definition as planning first manager plan what to do he make conscious decisions to set and achieve goals, once the goals are stated, these are achieved by people working in the organization, thus management is process of five basic functions namely Planning, Organizing ,Staffing, Leading, and controlling.

- Planning determines what to do for what and which results will achieve.
- Organizing clear it that how it will achieve the objectives.
- Controlling determines whether the results have been achieved.
- Leading which guides the employee towards the attainment of goals.
- Staffing means giving responsibilities to others according to their capabilities.

Management is the process designed to ensure the full participation of other members or employees in the activities of the institution. A good manager leads his team in a better way towards the attainment of goals or it's the process or way which leads towards success. The term "management" can also refer to the individuals who guide and direct organizations or to a career developed to the task of guiding and directing organization (Huma, 2003).

Management is the process undertaken by one or more individuals to coordinate the activities of others to achieve results not available by an individual acting alone. Management is an activity in which manager engage other employee in the organization and manages all the work and deals with proper form and allocate the roles and task to employee and coordinate all the allocated activities for to achieve quick results (Hussain, 2005) . If manager is capable and understand the need and demand of organization and society, he can utilize the resources effectively for effective results. Management no doubt is most difficult, challenging demanding activity in all human activities. Drucker, considered to be a world's leading thinker on management and organization, defines management as "a specific practice that converts a mob into an effective, purposeful and productive group ".(Rahmat ullaah,1999).

Educational institutes are established to achieve some specific objectives and some people work together as team to achieve these objectives, good management is essential in educational institutes because these institutes provides education and education is essential for the economic, social and moral development. Due to importance of education and to achieve the desired objectives, the term educational management appears in education sector .According to Syed Manzoor at al., (2015) noted "Educational management is well directed effort within the educational system, for the achievement of educational objectives. Educational management is the efficient and economical use of time, money and material for the achieving the objectives of the institutions.

Basically management is the main process of acquiring and combining human, financial and other important resources to attain the primary goals of the organization. This process is important for all functions of the organization. Different managers emphasize different activities according to their different managerial styles .There are many reasons of using their different managerial styles. These different reasons may be based on their managerial training, their aptitude and interest and their background and may be depend on situations. Some are cooperative while others are very assertive. Good managers require good leadership skills because they need to motivate their workers for good work. However all managers do the same job they all fulfill five management functions and work through and with others to achieve organization's goals, they do five basic jobs namely Planning, Organizing, Directing, Staffing, Controlling.

2.1.1 Types of Managers

Top Management	P	O	D	C	S
Middle Management	P	O	D	C	S
First line Management	P	O	D		S

Figure No. 2 Universality of Management, Adapted From; *Introduction to Management* (112-113) Source Plunkett, Attner (1985).

1. Planning—P
2. Organizing---O
3. Directing---D
4. Controlling---C
5. Staffing----S

Before discussing the issues that what a manager is actually and what are the characteristics he should have and what skills are required from him among other matters, it is needed to understand what and who is manager actually, and why managers are so important in organization. Managers are also member of the organization as employees are, however they are responsible for their work more than employees .There are three levels of managers;

1. Top level of Management (Administrative Level)

Top level managers are strategic managers, they work at the top of organizations and guide strategy and planning often top level managers consists of the board of directors, president, vice president, general managers and senior managers or executives who usually hold titles such as Chief Executive Officer CEOs, Chief Operational Officer (COO), Chief Financial Officer (CFO) etc. Typically they develop long comprehensive goals and strategic plans, company policies, and make decisions about the direction of the business and organization's overall work (Bateman & Zeithaml, 1993). They evaluate the overall performance of major departments. They are well aware about competition, world economies, politics, and trends affect organizational effectiveness. They have top managerial skills include conceptual skills, interpersonal skills, and also technical skills. They use these three skills at different degrees according to the situation. Top or Strategic management required high level of talent, skills and abilities to handle company and organization's situation and resources and level of success. They are ultimately responsible for the performance of the organization (Kreitner, 1999).

According to Bateman & Zeithaml (1993) in large organizations, strategic managers are concerned primarily with the interaction between the organization and its external environment. This interaction often requires managers to work extensively with outside individuals and organization. Strategic managers also set the major goals and plans of the organization. In some organizations, especially smaller firms, they may play a role in the execution of these plans. This individual is the primary strategic manager of the firm. Strategic management often involves two major processes as;

1.1 Formulation

Formulation means formulation of policy, goals and objectives of company and organization, formulation of goals and strategies which involves analyzing the environment of company and organization in which organization operates and work, then making a series of strategic decision about how company and organization compete. Formulation based on external environment including the political, economical, social technological and law orders. Strategic management decisions may be based on many questions as;

- What is company business and product?
- Which product should be exclude and include from company portfolio of offerings?
- Which skills and resources can be developed and taught within organization and company ?
- What are the resources including human and financial resources?
- Which skills are required for product and for employees?

These are some basic questions on which strategic decisions may be based. On the basis of these decisions long and short range goals are decided.

1.2 Implementation

Its Second process is Implementation; it involves decisions as how organization resources (People, Process, and IT systems) can be utilized towards the objectives.

2. Middle Management (Executive Level)

Middle level management is accountable to the top management for their progress and decisions they do in organization. They can be general, Regional or Divisional Manager. They provide guidance to lower level management and motivate them towards better performance. They also make plans of intermediate range based upon the company and organization's long range plans. They review daily and weekly reports on production or sales. They devote more time towards directions and organizational work. They provide guidance and motivation to low level managers for better performance and rapid success. They believe on achieving company's goals in short time. They know how to do it with new product and with new customers. Middle managers always have a closer relationship with staff in organization than senior managers of top level.

They help their staff in reducing their tension in work place. As in figure above we can see that middle managers in decision making pay high level of attention rather than top management, they have more responsibilities of leading to workers. Sometimes they have more experience and education as compare to top level managers (Bateman & Zeithaml ,1993).

3. Frontline management (Supervisory Management)

According to Khang Tran (2012) frontline managers or first line managers pay attention towards primary production activities on a daily basis, so they need very high interpersonal and technical skills. They have the responsibility of assigning employees' tasks, guiding and supervising employees ensuring quality and quantity of work with

providing technical expertise ,they work according to the objectives and goals which are set by top level managers. They interact with employees on daily basis, if their performance is not good or fail it will affect on the work performance of the organization .why managers at frontline or bottom level are so important we can take example of human head for better understanding ,question is why human head is important ,because all our cognitive thinking takes place in our head ,and top management is like head ,and frontline managers are like legs and feet .and without help of legs and feet a body can't stand and b steady. Front line managers are required to have some planning skills because without planning skills they are hardly able to handle different situations and conflicts in working area, however their planning involves scheduling employees , deciding what work will be done at what level, with appropriate procedures to achieve the goals. Organizing at this level of management may consist of delegating powers and authority to group or person that what work will be done by which worker or group: Staffing at this level consists of requesting a new employee and hiring a new employee for specific work and training the person to perform specific work. Directing includes leading workers towards success with providing them guidance with good communication and motivation that they can do this in the best way. Controlling at this level means controlling supply and production successfully, the manager at this level focus on production, sales or quality. These managers are often known as sales managers or supervisors. (Bateman , Zeithaml ,1993).

2.1.2 The Evolution of Management

For thousands of years managers handled the same issues and problems confronting managers today, around 1100 b .c the Chinese practiced the four basic management functions namely planning, Organizing, Controlling, and Leading. In same way between 350 and 400 b. c, the Greeks recognized management as a separate art and advocated a scientific approach to work. The Romans decentralized the management of their vast empire both before and after the birth of Christ. During medivals time the Venetians standardized production through the use of an assembly line, building warehouses and using an inventory system to monitor the contents . Wharton School at the University of Pennsylvania was the first school in 1914 who offer management and business education .Management as a profession today, is relatively new (Parveen , Adeel , 2012)

2.1.2.1 Early Management Approaches

Management approaches attempt to explain the real issues that manager face and provide them solutions to tackle with conflicts and issues in organization. And also guideline for future problems.

2.1.2.2 Classical Approaches

The classical period starts from the mid 19th century through the early 1950s. Classical approach basically based on the theme that employees have economical and physical needs and furthermore their social Major approaches that emerged during this period were namely;

1. Systematic management approach
2. Scientific management approach
3. Administrative management approach
4. Human relations and bureaucracy approach.

2.1.2.3 Systematic management approach

According to Dr.Yasin Olum (2004), **Systematic management theory** is the recent development in management theory, the system theory had a great effect on management science. System is the collection of different parts in one part for the accomplishment of goals. If one part of the system is removed then other parts can't perform their function and nature of system will change. During the 19th century growth of U.S business centered on manufacturing, management of U.S firms was pathetic and wasn't in proper form. Most organizational tasks were subdivided and performed by specialized skillful labor. However poor coordination among all subordinates at different level caused frequent problems in firm, and it caused badly effect on manufacturing. Systematic approach attempted to build specific procedures and process for firms. This approach emphasized on economical operations, adequate staffing and maintenance of resources to fulfill customer need and demand. These goals were achieved through the clear definitions of duties to employees and subordinates, and standard techniques for performing their duties (Shagufta , Adeel,2012).Systematic management emphasized on internal condition and operations because things were more important for managers than people.

2.1.2.4 Scientific Management Approach

The scientific management theory was developed by Frederick Taylor and Lillian Gilbreth's in 1890-1940 and the strongest legacy of Taylor was the concept of breaking a complex task into number of sub tasks. The main idea or theme of this approach was to advocate the application of scientific method in firms and to determine the best way to complete tasks efficiently. Some principals were identified by Taylor in this approach.

1. Management should scientifically train, select and develop each person or employee as right person for specific job.
2. Management should divide equal work between employs and managers.
3. Management should cooperate with workers to ensure that the job or work is according to the decided goals and plans. (Bateman & Zeithaml ,1993)

Taylor investigates all the facts and elements connected with the work being managed. Scientific approach was warmly welcomed by many proponents later on, including Henry Gantt and Frank and Lillian Gilbreth , They introduced many techniques for applying scientific management approach on the factory floor. And the result of this approach was that productivity and efficiency in manufacturing improved dramatically. Taylor also emphasized on the need of cooperation between management and workers.

2.1.2.5 Administrative Management

According to Bateman. Zeithaml (1993), Taylor focused on the planning of work and management techniques for the supervisors. His analysis related was based on his long

term experience of work in coal mining business. His work made two main contributions to management thought

- The delegation of the duties and work
- The establishment of a set of principles or guidelines for managers, that how to accomplish their managerial duties.

A broad frame work of this approach emerged in 1916 when Henri Fayol emerged his experience in form of a book, and published his management experiences fayol identified five functions, which are similar to four functions of management which are Planning, Organizing, Controlling, Leading and he defined 14 principles of management. These are;

- **Division of work**

Divide work into specialized tasks and assign responsibilities to specific individuals.

- **Authority**

Delegate authority along with responsibility.

- **Discipline**

Make expectations clear and sanction violations.

- **Unity of command**

Employees should be assigned to only one supervisor.

- **Unity of Direction**

Employee's efforts focused on achieving organizational objectives.

- **Subordinates of individual interest to the general interest**

The general interest must predominate.

- **Remuneration**

Systematically reward efforts that support the organization's directions.

- **Centralization**

Determine the relative importance of superior and subordinates .

- **Scalar Chain**

Keep communications within the chain of command.

- **Order**

Order jobs and materials so they support the organization's direction.

- **Equity**

○ Fair discipline and order enhance employee commitment.

- **Job Guarantee**

Promote employee's loyalty and longevity.

- **Initiative**

Encourage employees to act on their own in support of the organization's direction.

- **Unity of interest**

Promote a unity of interests between employees and management. (Bateman, Zeithaml ,1993).

2.1.2.6 Bureaucracy Approach

Max Weber is the father of B ureaucratic management approach. When Fayol and Taylor were developing their ideas, Weber analyzed that how managers should structure organizations that would be efficient for the operation. Constructing a model of

organization structure was his main concern that would be rational and highly efficient for the operation of large organization. Weber believed that large organizations, as military, companies, required new type of management that was like the old family based organization. (Longenecker, Pringle, 1984)

2.1.2.7 Human Relations Approach

This approach was developed during 1930s, main purpose of this approach was to understand how psychological and social problems effect on the work situation that influence on performance. This was the ever first approach that emphasizes informal work relationship and worker satisfaction.

2.1.2.8 The Hawthorne Studies

A Hawthorne study was the series of experiments conducted from 1924 to 1932 by Elton Mayo and his associates at Hawthorne plant of Western Electricity. Basic aim of this study was to find out factors that influenced the productivity and work performance of workers. The conclusion of this study was that physical environment at work place do not effect on the efficiency of work and social and human relations directly influence the productivity. (Longenecker, Pringle, 1984).

2.1.3 Contemporary Approaches

The contemporary approaches developed at various time since World War II. The contemporary approaches to management include;

1. Quantitative management approach

2. Organizational Behavior.

2.1.3.1 Quantitative Management Approach

As the use of science as a management tool was early introduced by Taylor in 20th century, until the 1940s and 1950s most organization didn't adopt the use of quantitative techniques for management problems. Military planners during World War II began to apply mathematical techniques in defense and logistic problems.

Quantitative management helps a manager make a decision by developing formal mathematical models of the problem. Despite the qualities which quantitative approach holds managers can't rely on this method, typically they use these techniques as supplements or tool in decisions making.

2.1.3.2 Organizational Behavior

The key scholar under this category is Elton Mayo .According to Dr. Yasin Olum (2004) the origin of behavioralism is the human relation movement that was a result of the Hawthorne works experiment in Electrical Company. During the 1950s a change took place in the human relations approach Scholars recognized that productivity and organizational success is based on the worker's satisfaction of economic or social need. Organizational behavior can be drawn through variety of disciplines, as through psychology and sociology, for to explain the behavior of employee in working area.

2.1.4 Recent Development in Management Theory

2.1.4.1 System Management Approach

Classical approaches were criticized because it ignored the relationship between the organization and its external environment, and usually stressed on one aspect without giving consideration to others aspect. Scholars stepped back to understand organization and its system as a whole. And these efforts were based on scientific approach known system theory .System theory presents a holistic picture of organizational system. This approach was built on that the manager of a organization should understand all the various systems, that compose entire operation of the organization , system is the interrelated parts working as a whole to achieve decided goals and function according to these stated goals and plans . Change in one division will surely effect on other subdivision of system .A manger should keep an eye on whole system that any change in system will surely affect on other subsystems and the entire system. (Bateman & Zeithaml ,1993)

2.1.4.2 Contingency Management Approach

This approach means that the actions and approaches of a manager should depend on the situation and variables, leaders effectiveness depends on how well the leader's or manager style fit on the situation and how well he behave according to the situation. The universal principals of managements was refused by Contingency perspective, because of many internal and external factors of firms, (in internal factors structure, process, technology is include while in external factor political ,social ,economic factors are include

), according to them because of different circumstances, there is "no one complete best way" to manage and organize the firm because some style of leadership may be effective in some situations but may not be successful in others. The best way to organize and manage the organization and company is according to the environment in which organization exist.(Plunkett & Altnier 1985)

2.1.5 Management Functions

Management is one of the most important activity in human being's life. Without Management any organization can't achieve its desired goals and rapid success, Management is essential to ensure full coordination of individuals efforts, basic aim and purpose of management is to design and maintain an environment in which works work for factory and organization, management is not only necessary for employees or workers but also for top level of management where board of directors, president, vice president.. Management is operated through five basic functions namely;

1. Planning
2. Organizing
3. Staffing
4. Leading
5. Controlling

1. Planning

Planning is the basic management function, if the Planning determines what to do what and what results will be, in planning we make decisions and set our goals related

to individuals, group, work unit. or organization, manager develop overall strategies for all of them. Planning provide guideline for directing the employees.

Planning involves a series of steps which starts from general to particular Planning allows manager to adjust the organization according to the environment .if we take planning in educational sector then planning in academic means a principal or head of school or college plans that what will be our goals and how we will teach our students and when we will take exams, basically planning answers six question related to any activity or goal as What, When, Where, How, How much, and Who. (Plunkett,Attner 1985)

1.1.2 Strategic Planning

Strategic plans are concerned or related to entire operation of academic or organization. It requires the involvement of each singular person as from top level to frontline managers. As top level manager set objectives for entire system and middle level managers set strategies to achieve them and frontline line managers ensure the fulfillment of objectives through employees or workers.



Figure No.3 Planning and levels of Management. Adapted From; *Introduction To Management* (144-165) Source Plunkett, Attner (1985).

1.1.3 Tactical Planning

Tactical planning is concerned that what the lower level units must do, and how they must do, and who will have the responsibilities for doing it. Tactical planning is one to three years planning, managers of middle level do planning in this type of planning. (Plunkett, Attner ,1985)

1.1.4 Operational Planning

Operational planning is that a manager uses to accomplish his job responsibilities; Operational planning is short range planning of less than one year. In this planning specific actions and steps are designed that support two other types of planning (Tactical, Strategic).

2. Organizing

Organizing is the second function of management. it involves allocating human resources and determines what activities have to be done to accomplish organizational goals .It assign duties and work to the workers according to their skills and experience. It classifies the work in to manageable work units. In organizing we design the individuals' job in organization; decisions are made about their duties and responsibilities as well as the way in which duties should be carried out. Planning and organizing are interrelated as planning decide what to do and organizing decide how to do, what will be the resources including human and financial resources.

Organizing provide real benefits as through organizing a clarified work environment is established everyone knows his/her duty and work. By applying the organizing process, management can achieve its best outcomes. According to Hussain (2005) there are at least three basic concepts associated with formal organizational structure they are;

- o Division of Labor.
- o Departmentation.
- o Span of Control.

2.1 Organizing Process

- o Consider Plans and Goals
- o Determine work activities that are necessary for accomplish of objectives
- o Classification of Group Activities
- o Delegation of Authority and Assign of Work
- o Hierarchy of Relationship is Design. (Plunkett, Attner, 1985)

3. Staffing

Staffing means a series of steps that a manager performs in order to provide right person to the organization as right person for right position.

3.1 Staffing Process

- o A Human Resource Planning
- o Recruitment
- o Selection of Candidates
- o Orientation and Introduction

- Training and Development
- Performance Appraisal

In staffing we do planning related to human resources to meet the organizational needs and what skills will be needed for organization and after analysis we develop plan to provide the quantity and quality of personnel need in the future.

When human resources are determined managers search appropriate employee for right work. They do it through newspapers and professional journals and advertisements or contacts at trade schools or colleges. Then next comes selection process, which involves evaluating the candidates for work. Then introduction and orientation is given to the selected employee or individual related to work requirements, duties, process, and outcomes. According to Plunkett & Attner, (1985) training and development are concerned with improving the employee's ability to contribute to organizational effectiveness, training involves the improvement of employees skills. Development concerns the preparation of the employees for additional responsibility or advancement.

If work of employee is according to the expectations of organization then appraisal and report is given to employee related to his progress and improvement. Appraisal may be in form of reward or transfers, promotions.

4. Leading

When a person influences group towards accomplishment of goal or objective leadership occurs. Leader or manager led group to particular goals or situation with motivation. A manager should be personally motivated to progress and to work.

5. Controlling

Controlling means keeping something within acceptable limits, this process ensure that what has been done as compare to what was decided to done. Controlling establishes performance standards used to measure progress towards goals, purpose of controlling is to check whether the people or other elements of organization are on target or not. Controlling system may be classified on the basis of input, processes and outputs. Controlling is effective in evaluating the effectiveness of planning organizing and leading.

6. Controlling process

Controlling process basically contains 5 steps as these are below;

1. Establishment of methods and Standards for to measure performance of employee.
2. Measurement of performance.
3. Does Performance is according to the standards or not?
4. If Step 3 is yes according to our goals then do nothing
5. If step 5 is not according to our expectations or goals then take corrective actions and re-evaluate standards.

In educational organization controlling means to check quantity and quality, Quantity is related to the strength of students and quality is related to standard of education.

2.1.6 Why Management is necessary

- Every organization needs some sort of management system so that each employee or member of organization knows their roll and duty with in organization, management

make sure that every person performing his duty. No doubt management is responsible for all aspect of organization strongly that the people working for best of the organization are helped a lot for the best of organization. Following points will clear to understand the importance of management.

2.1.6.1 Management resolve conflicts

Management resolves conflicts which occur in organization, company. Through management, manager can resolve conflicts. Sometimes conflict arises between individual and groups, conflicts may be related to behavior or related to interaction, through proper decision and help of management. Manager needs to ensure that conflicts doesn't become an end in itself. Manager or head can resolve these conflicts with help of different strategies.

2.1.6.2 Management is Purposeful

Basic aim and purpose of management is to help organization or company to help managers or head in achievement of objectives and goals, management is not time wasting activity ,it ensure that all the activities are designed effectively and all the members are working well or not. And at end we can assed that whether objectives are achieved or not. Management is said effective when targets are meet.

2.1.6.3 Management is continuous process

Management is a continuous process which continuous from the start of the organization till its end or till the achievement of objectives, Management manages all the resources including human, financial, material resources.

2.1.6.4 Lead employees and delegate Tasks

Management knows how to develop employees by focusing on their strength, sometimes employees need to hear what they are doing right instead of hearing all the time what wrong they are doing good manager knows how to delegate task to sub ordinates. A manager with good management system through delegation of responsibilities shows that worker is perceived capable of fulfilling duties.

2.1.6.5 Management is an activity

Management is a continuous activity .it's not persons or group who stops their work for some rest. Word managing is broader than management. As management is not group people it's an activity like walking, reading, eating.

2.1.6.6 Management is the name of getting work from others

As a single alone manger cannot perform complete functions of organization, he can't handle all the problems and can't perform all the activities in organization. Generally one person attain the ability of doing one job perfectly and same he can't perform all jobs as manager, there comes a time when further experts are needed for particular work .For

success first manager gets agreements of all employee on goals and demand helps from others to complete these goals.

2.1.6.7 Management is group activity

As manager alone can't perform all the functions of organization, as a single person can't achieve goals easily quickly, he needs some person to perform specific jobs, it's an group activity where one individual is source of motivation for other employee, management helps people in realizing their abilities, its help individual to improve the work, environment and motivate member to perform activities skillfully and more management encourage them to acquire more knowledge to enhance their abilities and skills in profession.

2.1.7 Management Skills

As a manager do planning organizations, staffing and leading, he or she must have some skills as a good manager. According to Bateman, & Zeithaml (1993), skills are the specific abilities that result from knowledge, information, practices and aptitude .Some skills are needed by all managers, and these are:

2.1.7.1 Technical Skills

These skills are needed for effective leadership or management. Sometimes lack of technical skill will result in unwanted results, if a good manger or leader don't know top effectively complete a task how he can rightly judge others. Technical skills include the knowledge and ability to use and operate computer, machines, and how to handle

electronic gadgets. Examples of technically experienced are engineers, accountants or quality control specialist.

2.1.7.2 Communication Skills and interpersonal skills.

Communication and interpersonal skill are those skills which are the abilities of leader to work well with the people .Through effective communication, manager can transfer the information and meaning from one group to another group, good communication is one of the most fundamental components of manager's job.

He must have the ability to guide, motivate and communicate effectively to people around him. When he shares his idea effectively and clearly then he can get the information what others are thinking about his goals and company progress. In every field it's a skill that is critical to success.

2.1.7.3 Human Skills

It's the ability to interact other people in organization in good way; Good managers know how to get the best from the employees. Manager must know and should understand employee and how he can take from them. He can build a teamwork environment through his human skills; he can remove conflicts between workers.

2.1.7.4 Manage Change.

Sometime change occurs in organization after when outcomes are not according to the goals of organization or some time new technique or method is introduced in

organization. Manager should know how to handle these changes may be related to technological change, strategic change, or structural change.

2.1.7.5 Administrative Skills

For top level management administrative skills are required, they should aware and should have proper knowledge how to make good plans and policies.

They should know how they can get work according to their policies. Administration is the base of any organization which is concerned with controlling ,unifying ,motivating and identifying Coordination of activities in organization is only possible if manager have this skill. They should know how they can control the whole environment of the organization

2.1.7.6 Conceptual skill

According to Longenecker & Pringle (1984), conceptual skills are important, these skills are essential if the manager is to be able to discern problem, devise solutions, analyze data, and exercise judgment.

These tasks are often difficult and intellectually demanding because organizational problems do not always lend themselves to easy solutions. This skill helps the manager to search the causes of the problems not only the symptoms. It helps him to solve the problems for the benefit of organization.

2.1.7.7 Leadership skills

Leader is the person who lead whole team and organization, while leadership is the skill or the ability through which we can influence human behavior, can motivate employee to do

best; there are many motivation techniques a manager can use, this requires intelligence, experience a latest knowledge of latest developments and techniques.

2.1.7.8 Decision Making Skill

This skill is required mostly for top level managers, as well as for all levels of management. Manager should be able to take quick and correct decision according to the situation and same he must be able to implement on this decision quickly. Correctness of decision is the main cause on which success or failure of a manager depends.

2.1.7.10 Time Management Skills

Time management is the skill or is the ability in which manager get work or output efficiently before time. Manager set deadlines for achievement of goals or output. Manager set days and deadline a few days before the task absolutely has to be done.

2.1.8 Leadership and Management

The term managerial and leadership are used in same meaning .But management is vaster than leadership. for success an organization must have managers who are also good leaders, According to Bateman and Zeithaml (1993) Warren Bennis and Burt Nanus argue in their book that. most managers spend most of their time mastering basic routine and deciding How to do things right. While leaders use vision and judgment to create and to do the right things. (p.188)

Great leader share their ideas with employee and subordinates and use intellectual power to make their ideas a reality. They do and devote everything for fulfillment of their goal or

task. It's not necessary that all effective managers are true leaders, because many administrators and supervisors fulfill their responsibilities without being good leader.

2.1.8.1 Leadership

Many scholars have present different definition about leadership that what actually leadership is .They have given definitions according to their views .The leader job is to create vision for others. According to Iluma (2003), Leadership is the process of persuasion or example by which an individual (or) team induces a group to pursue objectives held by the leader or shared by the leader and his or her followers, Leadership establish a clear vision for the school or college, which emphasizes on the main objective of the school which is teaching and learning and is visible to both staff and students.

Effective leadership involves full responsibilities or work and it involves acts of planning, Organizing, Leading, Controlling and decision making process. Leadership is the quality of influencing and leading others towards the achievement of goals. Effective leadership is based on two variables, Employees and Tasks.

Role of the leader is

- To create a clear understanding of the current situation and planning of future on base of present situation
- To developed a shared vision in which each individual can share his/her ideas
- To create an environment in which each individual is motivated for Improvement in work.

Leadership has following outcomes in the school community

- Whole staff work collaboratively for Excellency
- Threat free environment in which each member can work according to the situation , as in school teacher can change his teaching strategy according to the class ,he doesn't feel any threat from Head or Principal .
- Utilization of available human and material resources in best way.

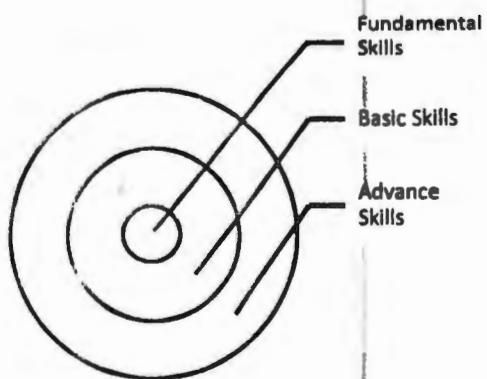
School development is mostly depends on head or principal, because principal or head are the leaders of the whole system of school, college.

2.1.8.2 Leadership skills

Leadership and management are those skills which shows your potential in the company or academic institute .The right definition of leadership skills is that “The natural born leader label is an attribution made to those who master the skill set related to gaining willing followers, no one is born with these skills”. Its mean no one born with theses skills, leaders acquire skills with time and only exceptional leader can be described as born leader. (Sorenson. H. 1977) .Such people have by inherent ability and they express themselves in natural way. They don't pretend and show overconfidence in firm. Often some leaders don't have skills they acquire theses skills with their abilities of quick learning and with intelligence.

However theses people need training through tanning institutes, opportunities, support, and motivation, from the society. So in this case we can say that naturally every single individual of society can become a good leader because of their innate ability of learning.

When an individual masters in his skills and become a leader so he can willingly direct and lead group or single individual. Leadership involves skills, and individual can enhance and developed his skills, he should maintain their obtained skills.



These are two main types of leadership skills, Basic and advanced. There is also third type of skill which is fundamental leadership skill. (Iluma 2003)

2.1.8.3 Fundamental leadership skill

Self awareness is the fundamental leadership skill, that is internal through this skill one person can manage his time and clear about his actions and attentions, this is the ability a person can analyze himself. With this skill leaders can learn new things, so self awareness is important characteristic which helps leader in acquiring skills and work under self satisfaction and perfection .Passion is also another skill if a leader is passionate he can learn new things and can bring good change in system ,and he can motivate other individuals.

2.1.8.4 Basic leadership skills

These leadership skills include communication, listening, learning ,guidelines assertiveness ,providing motivation and guidelines for effective management .building cooperate environment in which each employee is source of motivation for other, building effective relationship with superiors and peers ,setting goals and objectives, decision about punishment and reward , conducting meetings.

2.1.8.5 Advanced leadership skills

Advanced leadership skills are include improving creativity, evaluation and diagnoses of individuals problems .managing conflicts, negotiation with individuals and groups , team building for corporate team work ,Diagnosing performance of employees and subordinates ,Empowerment of employees effectively, Scheduling workloads, controlling inventories, developing budgets. solving quality problem. Educational leaders and administrators need all the skills fundamental skills, advance skills and basic skills, as a good leader.

2.1.9 Motivation and Management

Motivation is need and desire that energizes and direct behavior .In order to achieve goals ,employees or individuals must be sufficiently stimulated and energetic, they should be clear about goals and objectives that what is to be achieved and they are willing to commit their efforts and energy for long enough period of time. As leading function of management that involves influencing and guiding peoples towards achievement o goals, motivation in this percept motivation is an important aspect of that function.

As motivation is internal force or it can't be measured, it can be judged through the behavior of employees'. For motivation a good leader should understand and should have knowledge about employees needs. Without satisfying or fulfilling their need we can't get or work from them. There are some motivation theories as under;

2.1.9.1 Need Theory

Abraham H .Maslow has given the theory of need, which is known as Maslow's Hierarchy of Needs. This theory has five levels which are as under.

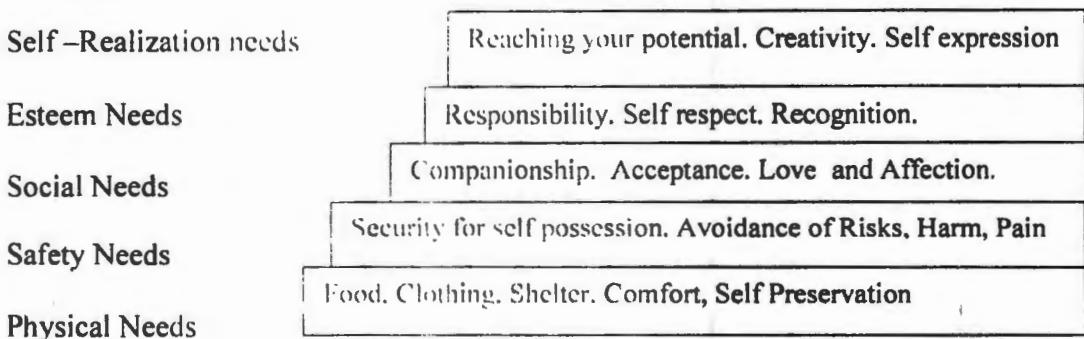


Figure No. 4 Maslow hierarchy of needs .Adapted From; "Introduction To Management (224-236) .Plunkett & Attner (1985).

The first category Physical needs are also known as physiological needs, which consist, water, air, food ,sleep, maternal love, clothing comfort without pain these are the basic needs in management of organization or school or academic institute, leader or manager tries to satisfy theses needs through salary and by eliminating threats to physical safety. When physical needs are fulfilled then safety needs becomes a priority as motivators. Retirement programs and insurance programs become employee's desires after retirement from his job he wants to have some reward in form of retirement pension. Human beings desire a society in which he can be free from pain, insult, threats .The love need become

dominate when safety needs are fulfilled or gratified? Human being desire friendship, Companionship, and a place in group. Love needs include or based on receiving and giving .when receiving need of love is fulfilled surely he will give love to others. These needs are fulfilled by frequent interaction with fellow workers and acceptance by others.

Esteem needs includes the desire for self respect and recognition of one's abilities by others. Satisfaction of Responsibility. Self respect, Recognition ,gives pride and self confidence and a real sense of importance, if these needs are not fulfilled may cause feeling of inferiority, weakness and helplessness. Esteem needs can be fulfilled through recognition by other employees or peers. by acquiring different recognition titles by the accomplishment of projects. Highest level of this hierarchy is self – actualization or self realization it refers the desire for fulfillment. It represents the needs to maximize the use of one's skills, Abilities and potential. Plunkett, Attner, (1985)

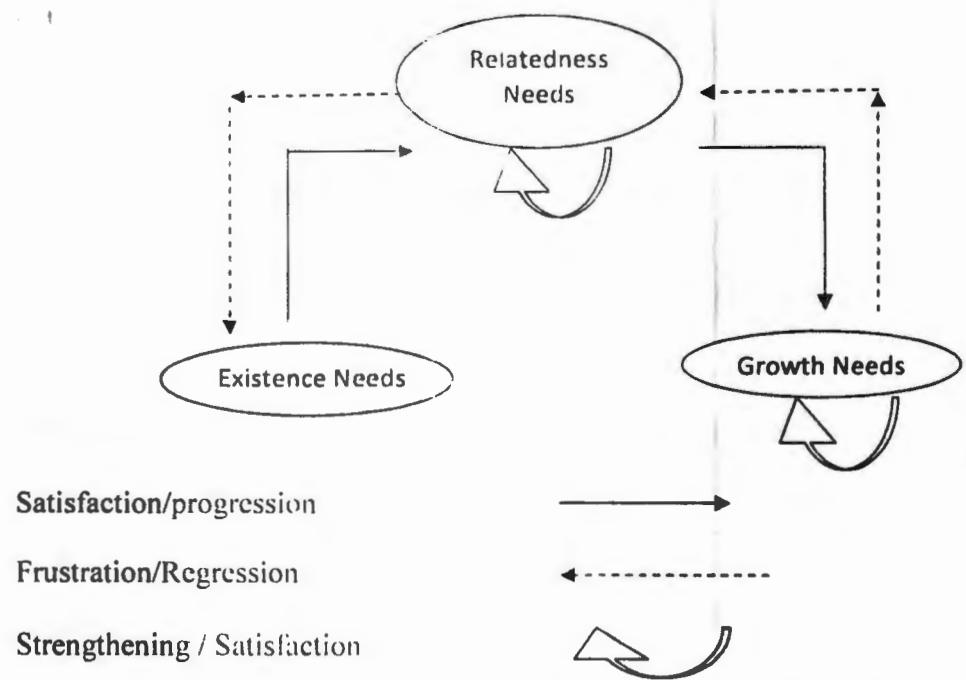
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2.1.9.2 ERG Theory

According to Bateman, Zeithaml (1993) ERG theory was developed by Clayton P. Alderfer in 1969 after psychological article entitled "an empirical test of a new theory of human need". It was after reaction of Maslow's famous hierarchy of needs. Alderfer defines three categories of needs that effects on workers behavior in working environment namely;

- 1. Existence Needs** .Physiological and safety needs as hunger thirst sex.(Maslow's First two level)
- 2. Relatedness Needs**. Social, external esteem (relations with family. Friends.co-workers) (Maslow's third and fourth levels).

3. **Growth Needs.** Self actualization and internal esteem (desires to be creative, productive, and to complete meaningful tasks) (Maslow's fourth and fifth levels).



According to ERG frame the importance of these three categories may vary for each individual. Managers must recognize that an individual or worker has multiple needs to satisfy simultaneously, focusing on only one need at a time will not effectively motivate worker or employee. If management recognizes these three conditions early, steps can be taken to satisfy the frustrated needs until the subordinate is able to pursue growth again.

(M. Bartol , C. Martin, 2000)

2.1.10 Administration

Administration is defined with different names according to viewpoint, belief and comprehension of the definer. The word administration has been derived from the Latin

word Minister means service. Work dedicated to the good of others. The real purpose of administration is to help others controlling all matters, regulating, handling circumstances, conducting, and guidance to the employee. In an organization the administrator who manages its business and operations is manager or leader who handles all the issues in organization. Administration is the act of giving something to someone as power or some responsibility. The real purpose of administration is to identify the strengths that people have. If employee make mistakes its administrator's job responsibility to help him. Resolving their issues in a way that promotes growth and professional development, not simply finding fault in other's performance. Today the administration's practice has changed if we compare it with historical conditions and theoretical developments.

2.1.11 Educational Administrator and Responsibilities.

Educational administration or educational management is term which is used synonymously in most of cases these terms are used for to refer school principal or collage head or dean, the duties which are performed by an principal head or dean are the same. Educational administrator is specialized person known as college or school principal, head of institute. Who leads teachers and students towards achievement of goals, who manage day to day operations and activities .includes

- o planning of objective, creating policies and programs
- o planning of activities.
- o Hiring faculty ,handling faculty matters
- o curriculum and co curriculum issues.
- o institute development plans.

- **Management of Financial and material resources**
- **Guidance and counseling .**
- **Evaluation and monitoring.**

The above duties and responsibilities are just **sample of the duties that educational administrator** is expected to perform.

2.1.12 Skills of Educational Administrators

According to demand of twenty-first century educational administrator needs professional preparation that helps them work effectively according new era. Day by day new inventions, technologies, latest knowledge all are important for an educational administrator. Continuous improvement is their **knowledge is important factor which can't be neglected.**

To be an effective Educational administrator one must be competent in the performance of various tasks. Administrator must develop skills to **manage complex issues as;**

- **Problem Analysis**
- **Judgmental power**
- **Leadership**
- **Planning**
- **Personal motivation**
- **Verbal or oral Communication**
- **Stress tolerance.**

Educational administration needs specialized training. The college level is where decisions are made that are related to future theses decisions have direct impact on future. And therefore college administrator plays an important role. It is the responsibility of college head to maintain and cultivate quality of academic programs .It is because of college head, college must assess its strength and weaknesses. opportunities for growth and success.

Educational administrator should act as a good leader or manager, as a good leader he should lead his team through proper planning, organizing and control, and as good manager he should delegate some responsibilities and duties to subordinates.

2.1.13 Educational administrator's basic skills

There are three basic skills have been identified which are namely human relation skills which involves good relations with people understanding them and working well with them and second is technical skill which is important at supervisory level, because today a company or organization can't succeed without incorporating its strategies with new technologies that exist and continue to evolve and last is conceptual skills.

As a good educational administrator one should really needs to know who he is, ideologically and philosophically and he should communicate who he is to other people, and should understand who they are in relation to his own value commitments. And this will be a good example of charismatic leader .and this thing constitutes a significant part in good leadership and management.

2.1.14 The KATZ FRAME WORK

The Katz frame work is for thinking about administrative performance .According to Aquino. V (1999), this model was developed by Robert L Katz in 1955 according to Katz administration our real concern is what a man can accomplish and when we concentrate on what as executive can do, his performance, we are concerned with skills which are important for good administrator for carrying out their jobs effectively ,according Katz these skills are:

1. Conceptual skills
2. Technical skills
3. Human relations skills

Successful educational manager needs set of behaviors that belong to an identifiable job. Successful educational managers from a wide variety of backgrounds and possess wide variety of skills and traits According to kreitner (1999) there are at least three general preconditions for achieving lasting success as good manager; Ability (A) Motivation (M) and lastly opportunity (O).And together this A,M,O constitutes formula of managerial success(S)

Ability+ Motivation + Opportunity = Success

1. Ability

Managerial ability is the capacity to achieve objectives with specific skills and competencies within time. Today's managers need a whole set of abilities, conceptual administrative, technical, and interpersonal abilities. The term ability to manage includes;

- Leadership.
- Verbal or oral communication and presentation skills.
- Collecting information and problem analysis.
- Decision making.
- Delegation of power or responsibilities and control.
- Being aware of one's strength and limitations.

2. Motivation

All the world abilities cannot succeed a manager if internally he or she doesn't possess a persistent desire to move ahead. According to Kreitner (1999), there are seven dimensions of motivation

- Favorable attitude towards those in positions of authority ,such as superiors.
- Desire to engage with peers in sports competition or games
- Desire to engage in competition related to work with peers
- Desire to assert oneself and take charge
- Desire to exercise power or authority over others

In carrying out routine duties sense of responsibility is associated with managerial work.

3. Opportunity to Manage

Manager if he possess all qualities as motivation ,ability, Communication ,technical skills and surely opportunity to manage the system he can handle situations better as compare to others in system.

2.1.15 Male vs. female as an administrator or leader

Leadership can be described as a process in which a person or leader motivates or guides group members towards the achievement of specific goals .Male and female both can be a leader or administrator. We are leaving in technology era and women are working with men side by side. In leadership or administrator style both can be different because of their gender differences. Whether men and women have different leadership styles is a much debated questions. and these issues are mainly related to their leadership style. According to Eagly and Johannesen.(2001) these differences can be consequential because they are one factor that may affect people's views about whether women should become leader and advance to higher positions in organizational hierarchies.

Women is increasingly entering in leadership role as compared to future, Women have made a lot success in entering in management since 1970, women portion as manager is raising from 16 percent to 40 percent and women on top rank of management Is less than 3 percent because of male manager being older and experienced than the average female manager. (Powell ,1990).

Gary (1990), highlight Jan grant's article in 1988 entitled "women as managers; What They Can Offer to Organization" asserted that women have unique qualities that

make them well suited or a good leader or manager, instead of forcing women, to follow men's managerial or leader style. And these qualities are independence, forcefulness, analytical thinking, reasoning skill or power, competitiveness .Further more organization should place more importance on female's qualities as affiliation and attachment, cooperativeness and emotionality.

Female and male managers are different in their success within managerial ranks. Male and female as principal of school or college directly or indirectly have opportunity to influence their sub ordinates, not in task achievement matter but also in motivation, morale, Job satisfaction and climate of interpersonal relationships, for all members of staff.

Gender plays important role in identifying factors which attract and satisfied both male and female principles. Often Male principals or leaders are perceived to be direct or authoritative while female heads are considered as good facilitator. According to different leadership theories, leaders adopt their leadership style according to situation while other have their own style of leading which they portrays throughout their life. Successful leadership occurs when leaders use their style according to situation or environment.

Research work on gender difference is different because of researcher's different views and thinking. On one hand some researcher says leadership style of women is differ as compare to men. Women's leadership style of management is interactive and men leadership is command and control. Female leaders are caring and they are their ideas with subordinates and groom their members, while male leaders are differ they don't have these qualities, career objectives, goals , results are important and have priority. They don't show much concern to their sub ordinates and they keep distance from their subordinates.

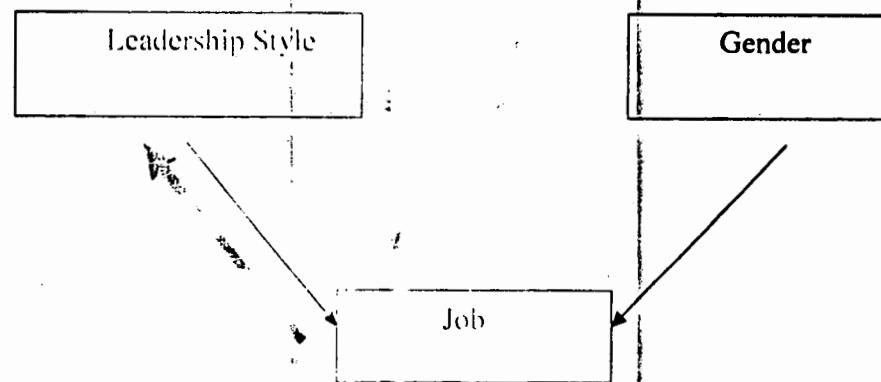
Female leaders may fall while working under stress but **male's perform better under stress**, with less salary Females agree to work and they don't compete with men's , and sometimes females prefer family life over professional life and leave job because of family issues (Gary,1990).

Its realty females have to face a lot of hurdles as **compare to men if she is working in male dominated environment**, and this can be seen in **their behaviors of male and female leaders**. If male or female is behaving good this thing can lead them towards top position in an organization. Females have rational approach to solve problem and have good communication skill too. Females are more social then task oriented ,and they welcome others ideas too in decisions making females follow transformational way of leading while on other hand men don't allow or involve others in decision making and usually they take decisions by themselves and implement on it.

Job satisfaction is also another factor if female and male teacher are not satisfied in their working environment how could it possible results will be good. Job satisfaction also depends on nature of job which is assigned to employee, sometimes female teachers are not satisfied because of their low salary or other reason is unsuitable working environment. People think that job satisfaction is dissimilarity between what is expected and what is achieved. An individual will be happy and contented with his job when he or she gets what he or she is expecting. Females have low expectations from their jobs than men and this leads them to remain happy on their jobs. (Garry,2007).

Leader can affect the job satisfaction of their employee. In each sector of life we need leader who can lead in such a way that helps others to achieve goals. While

educational setup have his own importance. It needs such leaders with skills who run educational institute effectively, as contribution to the society on the whole depends on strength of its institutions of higher learning. Job satisfaction is necessary for both male and female teachers to keep them long on their job. It will be beneficial for institute when a teacher work for institute for so many years. Leader's style of managing institute surely effect on teachers job satisfaction. As good leader, principal should select best leadership style according to the institute environment, and teacher's maturity. It's understood fact that teachers are responsible of the job assigned by principal and principal is responsible of achievement of goals and productivity and teacher's job satisfaction, friendly environment help a lot in producing good results and achievements. If principal wants to achieve good results they have to work with their subordinate;



2.1.16 Effective Administration

Good leadership is a sign of good and successful institute. Good educational leaders understand its importance and keep their faculty well informed about promoting faculty leadership development, they welcome faculty's advices in serious issues as

financial issues or personnel issues in institute .In educational setup principal is the individual who is responsible of all the decisions and activities of college and institute.

The main purpose of good administration should be to identify the strength that people have and build on those .They should motivate their faculty members with good words or appraisal and this will be helpful in resolving their interpersonal issues. It's the part of administrator job if people make mistakes so it's the responsibility of effective administration, they should help them if the administration really wants to achieve their goals within the selected time period. One element of principal behavior is honesty or respect and permitting others to criticize on principal's decision and consistency.

According to the National Association of Secondary Schools Principals reveals theses abilities, with having these abilities an administration can be a successful school administration

- o The ability to work with others as a good leader or lead others effectively
- o The ability to plan and organize work in good form.
- o The ability to realize problems and seeking their solutions and make decisions.
- o The ability to communicate verbally or oral communication effectively.
- o The ability to perform or behaving in a good way under the pressures. Huma (2003)

We can conclude theses points for making administrative effective following aspects must be taken into account:

People working together in one system posses different abilities ,they are psychologically socially differ with each other so it's the responsibility of quality of good administration

that how then can remove conflicts between faculty members .conflicts involves incompatible behaviors, one person interfering ,disturbing whole circle or disrupting others, and making others work less with his behavior or acts. There are two types of conflicts as Competitive conflicts or corporative conflicts generally occur in system.

- o Managing effectively according to time.
- o To work ,lead and direct others
- o Good ability of communication, clearly, logically and accurately.
- o Continuous professional development
- o Tolerance and disagreement and negotiation
- o To work ,lead and direct others effectively
- o Motivating other member with encouraging them
- o High degree of trust and confidence among staff and leader.

2.1.17 Leadership in administration

Many scholars have defined leadership in various ways according to their perception or point of view .There is no any single complete definition of leadership ,when a person influence or guide others towards accomplishment of goal ,leadership occurs. It is the process leading others.

Management or leadership or not synonymous because in management a manager do plan, organize, staff and control while on other hand they may or may not be effective in directing or influencing others toward the accomplishment of goal he may be fail because of an inability to perform the other management function while on other hand successful

leadership can be found in non managerial personnel. In **leadership leaders can influence others** through their actions as well as with words.

Leadership is the example by which an individual lead a **group to pursue objectives held or shared by** the leader. Effective school leadership involves **responsibility and authority and main leadership** act as planning, initiating, managing, **delegatio , decision making, verbal or oral communication** and evaluation.(Rahimatullah , 1999).

2.1.18 Role and traits of good principal

Principal is the person who is responsible for **all activities of college** same as **he is responsible for effective administration and organization** .His **responsibilities are according to community demand** For achievement of goals **he delegates some duties to subordinates** (Teachers). A principal should be a good motivator he should motivate to teachers and should appreciate them for their good results or outcome .He should bring **harmony between** teachers. He should directly involve staff in **decision making policy** and should **remove obstacles** that prevent members from meeting their goals. He should provide **good resources** to teachers which are helpful in their teaching as **Av Aids etc.** principal should **good explainer**; he should share or discuss his ideas with **subordinates** and should welcome **their opinions** too. By collaboration with teachers **can develop the profession' attitude among** teachers .Principal has large number of **responsibilities as academic, Organizational, and administrative**. Principal have great **responsibility in college and in any institute** duties of principal can be explained as:

- o Planning (all : **of it** : of college academic or non academic)

- **Leading** (Students and teachers towards the achievement of goals and high productivity)
- **Guidance and counseling** (Of Teachers ,students ,parents)
- **Communication**

(Must possess interpersonal communication skills with teachers, students ,parents and with others in society ,good in verbal and oral communication)

Mutual understanding between teachers and principals is essential. Without this whole school will suffer Principal can build this understanding through good behavior. Principal is the educational leader or manager he should competent, as principal may be an ocean of knowledge, instructional skills, and moral values. Principal should respect every teacher and should appreciate and motivate them. A good principal has a positive mental attitude which helps teachers to perform best. Principal's role and areas of the college functioning and management are: Planning, guiding, counseling, directing, motivating, conflict resolution, morale and commitment. Principal should compatible in;

- **Financial management.**
- **Staff management.**
- **Students' personal management.**
- **Maintaining school relations with community.**
- **Meeting community standards.**
- **Curricular and co curricular activities arrangements.**

According to C.K Shon (2006), characteristics and behavior that principal should posses;

- Good principals have clear mission and goals they want to achieve and accomplish.
- These goals and missions guides principal in managing and guiding their teachers and other members
- Effective principals focus on classroom activities, and teacher's performance.

2.1.19 Behavioral Theories

Behavioral theories are universally applicable regardless to specific situation facing a leader in particular organization. Behavioral theories include study of;

1. Autocratic and democratic leadership
2. The Michigan studies
3. The Ohio State studies
4. Blake and Mouton's Managerial grid.

2.1.19.1 Blake and Mouton's Managerial Grid

Grid was originally developed by Robert Blake and Jane Mouton between 1958 and 1960 and first time it was published in 1964. Robert Blake and Jane Mouton worked together at the psychology department at university of Texas in 1950s and 1960s. Two concerns were represented graphically as the grid namely;

- People (subordinates, employees, as distinctive individuals).
- Production (getting results and outcomes).

The five leadership styles were represented by numerical shorthand based on their coordinates within the two dimensional grid. The 9.9 Team leader style is espoused by Blake

and Mouton as an ideal leadership style and the best way of leadership. Main purpose of this grid was that how to use hierarchy to achieve production with and through people. In this grid managers are rated according to their performance, and their concerns with others are also rated. This grid carries 81 scores and 5 leaders styles ,managers who did not have high score in any concern ,then training is given to them how they can achieve best. In grid "concern for" indicates the character and strength assumptions present behind any given managerial style.

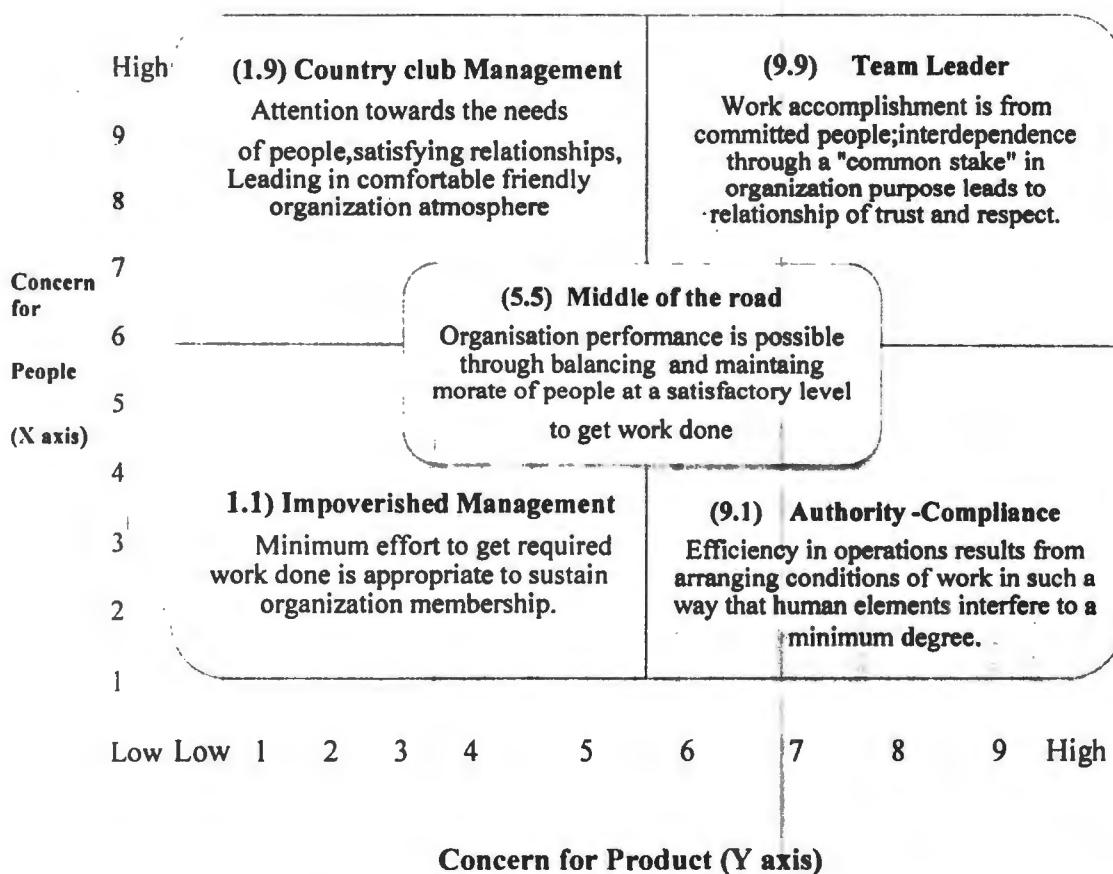


Figure No.5. **Blake and Mouton Grid** .From *Management* . (P.12) by Robert Kreitner. (1999).Seventh Edition . A.I.T.B.S Publisher Krishan Naghar, New Delhi. India.

9.1	Primary concern for production and secondary people.
1.9	Primary concern for people, and secondary production.
1.1	Minimum concern with both production and people.
5.5	Moderate concern for both production and people to maintain business.
9.9	High concern for both people and production ,through team work, mutual understanding and personal commitment

2.1.19.2 Concern for Production

Concern for production may be presented as result of new changes launching or expending innovative research, profits and good outcomes. When in organization work is physical concern for production may take the form of efficiency measurement, work load, time required to achieve certain aim and goals, and volume of sales can be also included here. Concern for production may be result of any university and college .it may be marks of students in exams, research papers published by teachers and students of university, number of students graduated annually from college or universities, number of scholars and doctors produced by universities, developmental programs of any country.

2.1.19.3 Concern for people

Leadership is a process in which goals are achieved by and with people with guiding or leading them .people are important in any task in industry, government, educational and medical institutions or home. concern for people can be described in many ways some managers wants to have their good relation with employee and they wants to

have appraisal words from subordinates, while others managers are those who are concerned with work more than people or employee.

2.1.20 Grid Leadership style illustration

1.1 Orientation (Impoverished Style)

When I make decisions I listen other too, because my job is also important for me. I accept others decisions too, I can't impose my decision on every one. Staff responsibilities are not decided by me they do with their own decisions and divide their duties according to them, Subordinates knows better about their job because they are also capable and know better than anyone else .When conflicts arises, I try to remain neutral .I don't like to involve myself in any matter between subordinates .They will solve their issue by themselves.

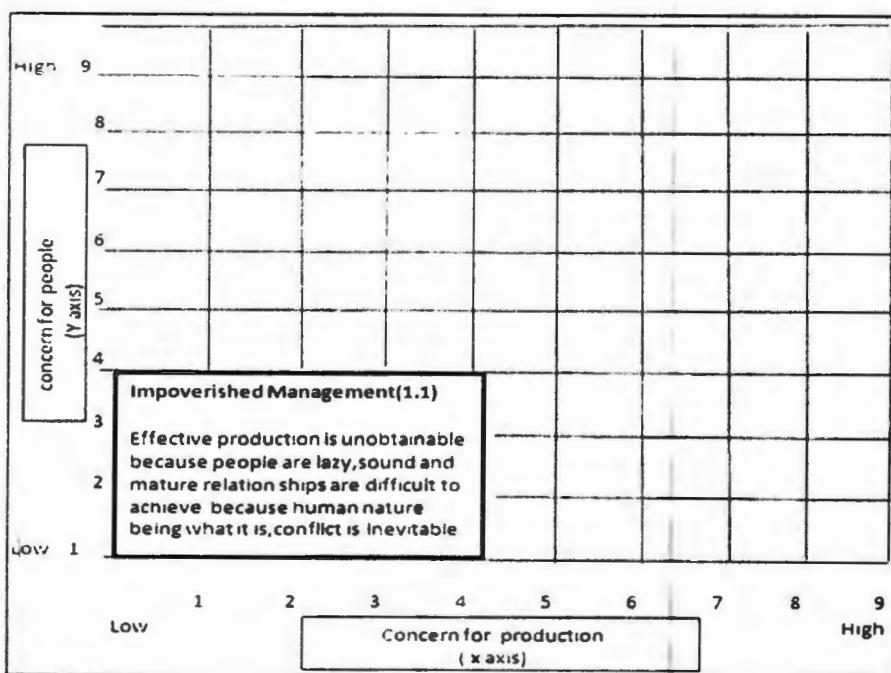


Fig No. 6 .Impoverished Management Style

9.1 Orientation (Authority Compliance)

Decisions I make, I expect to be treated as final. Authority is mine and under my control, I stand up with my own ideas and opinions and attitudes, and some time results are worst. When a conflict arises, I try to resolve it to win fame and praise. I drive myself and others. I make assignments and tell subordinates, what ,who ,when, and how to do. I keep in touch with others, and what going in system , I ensure that schedules are being meet and subordinates are moving faster ,I get strong people as weak can't do more work. When things are not going well I resist and defend, My humor is hard Hitting (L. Molloy, 1998).

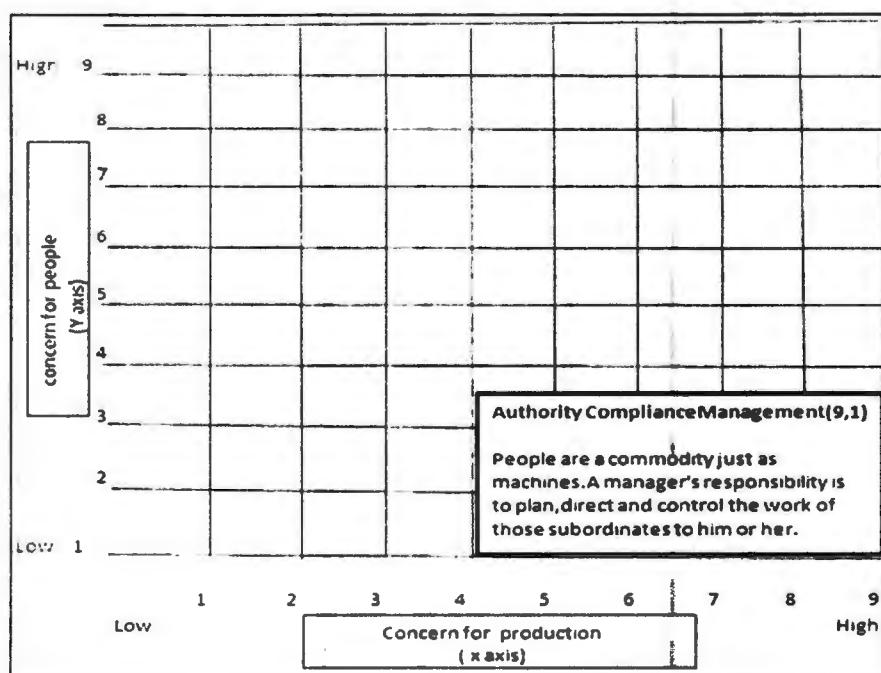


Fig No.7 Authority Compliance Management

5.5 Orientation (Middle of the Road Style)

My decisions and plans are according to capability of my subordinates, I make decisions what they will accept and what they will resist. I keep in touch about the performance of each subordinate and review their progress time to time. If my subordinates are felling difficulty in some work, I try to reduce pressure and work load of them with other solutions to get work done in any situation. I chose the people according to seat demand, who are suitable for that position. When conflicts arise, I try to resolve them.

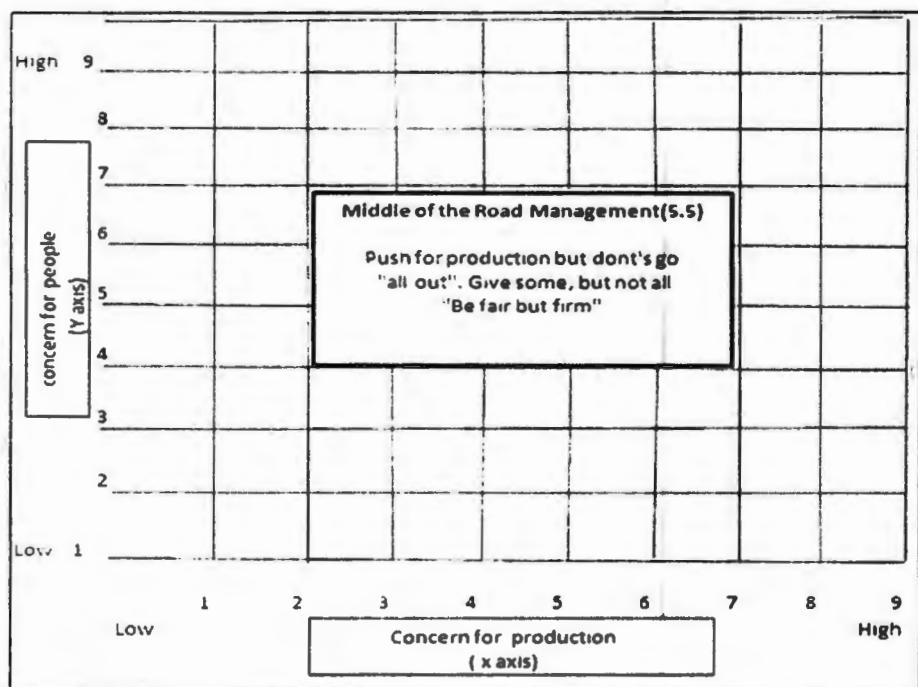


Fig No 8. Middle of the Road Management Style

9.9 Orientation (Team Leader style)

My job is to make decisions, others decisions are also important, as we all are working as team it is important to see that sound decisions are made, within the frame work decided goals are tried to be achieved with flexible schedule, for good results we

determine individual responsibilities, procedures and rules. Subordinates are well informed about problems, goals are revised with them, we evaluate our progress and we learn by our experience and how this learning we can use in future. Recognition is given to subordinates as reward and as motivation to others. We divide duties according personnel capabilities'. We get people according to our projects planning and get work from them till completion of projects, I get their reactions and ideas for future planning. Each individual's responsibilities, procedures are determined and rules are decided.

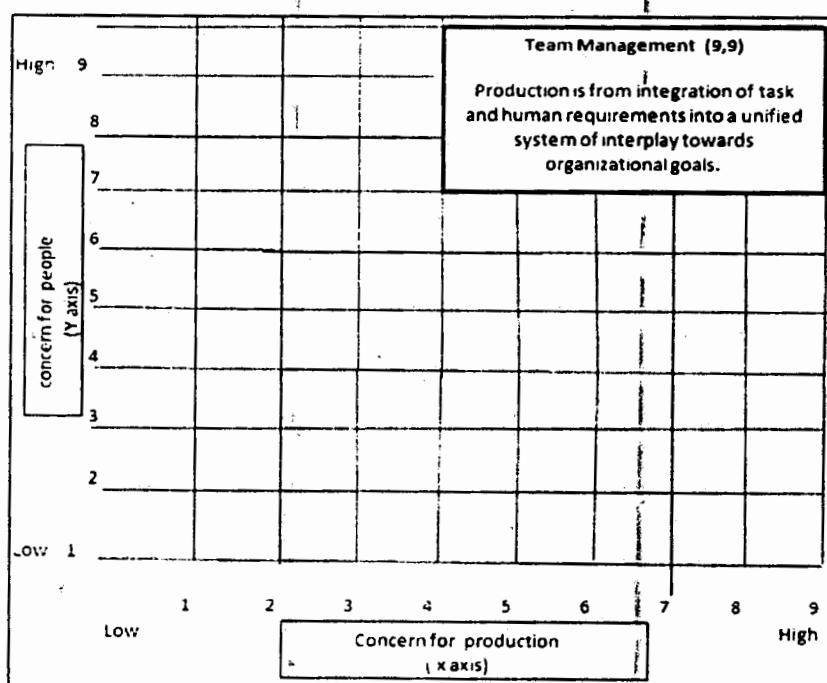


Fig No.9 Team Leader Management Style

1.9 Orientation (Country Club Style)

Decisions should support good relations, rather than who generate conflicts and anger in system. I welcome opinions of others and their attitudes and ideas rather than pushing my own decisions. If they need my suggestion and help, I am ready to listen and

offer whatever they need. I suggest assignments and covey these to subordinates, and they know it well how to do and how to convey with others. My doors are always open for them; I always motivates them. I rarely need to check the work, my subordinates are doing because they know well how to do this. Our meetings end with, how we can do well in future rather then why we did this. It's not possible for me to please everyone, but I will try my best and try to ensure that all are enjoying and working well as happy family. Often I react in a warm and friendly way.

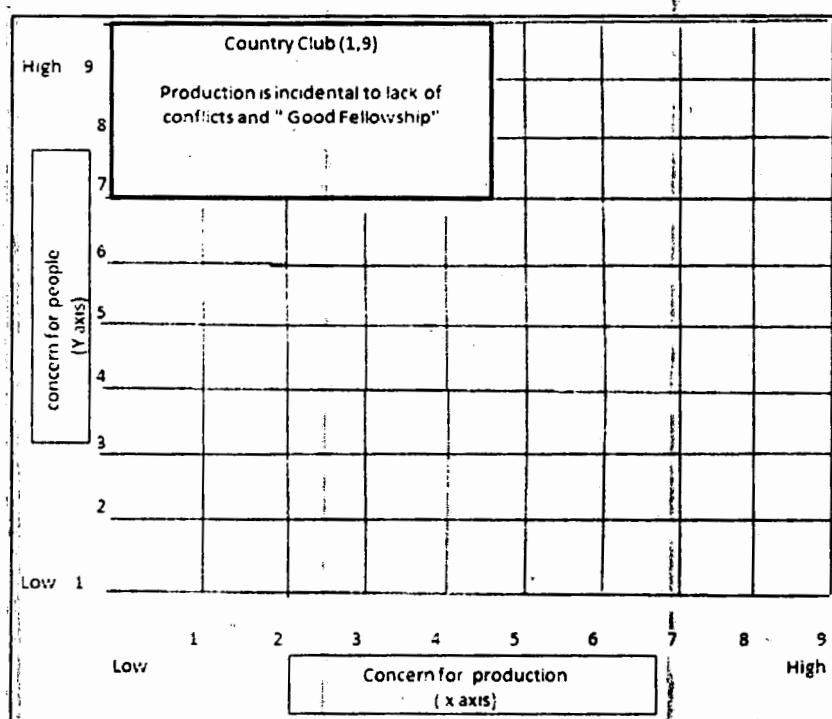


Fig No.10 Country Club Management

2.1.20.1 Impoverished management (1,1)

In this style leaders gives little and expect little, although he may appear bored, drifting He motivates his subordinates but for to stay in the system. He makes efforts for himself to preserve his job and to build seniority, but without making any contribution that could be helpful for other members or subordinates. By not becoming emotionally entangled with

tasks or people. While his motto is " See No Evil, Speak No Evil and Hear No Evil and you are protected because no one is watching you." in this style often subordinates put blame on each other or sometimes on situations and technology with saying " I have no concern with this" . Wide spread One-One reaction is found in work activities where division of labor and task simplification has been carried to the extreme (Huma 2003)

This style of management is not common because in competitive economy, business can't be operated under this style .while on the other hand many individuals and organizations perform in one-one style and survival may be possible for extended periods.

2.1.20.2 Authority compliance (9.1)

It is first and lower right hand corner of managerial grid in which maximum concern 9 is for production and with minimum concern for people. in this style manager pays more attention towards the attainment of goals and production with aggressive power use and with compliance control over people .He wants to win and achieve all goals and prove himself capable of mastering all, submitting to nothing and no one. For nine one leader his work and production is all for him, according to this leader power is all for good production. Nine one motto is "When I have sufficient strength, I can impose my will regardless of resistance or opposition".

Sometimes when nine on oriented leader doesn't achieve desired goals, when failure happens he blames it on other, rather than paying attention towards employee needs and demands and towards other elements which are hurdles in their way. Anger and frustration is experienced by leader. This leader thinks only about his job and the problems he needs to solve to get production. He is free in drive himself and others with the saying that

"Results are what count". Results are much important for him nobody can ask any question to him.

According Huma (2003) relationship of a boss and subordinates is long lines of authority and obedience; manager may use authority on the activities of subordinates, who are obedient of him.

If any subordinates ask question about any work how to perform, he might get an answer as "theses are your instructions. They tell you who, what, where, when, and how, Do them and don't give me any excuse. Here people are not expected to contribute ideas to the task their job is to turn out results. what are the conditions that promotes and maintains nine one style in organization ,first reason is related to education ,as we are leaving in technology era but a large number of population still lacks the knowledge that would help them to deal with technical knowledge and judgment. And another fact of adopting this style is vast competition between industrial organizations. There is great pressure for fighters; more efficient controls over organization performance.

2.1.20.3 Middle of the road manager (5.5)

According to Five-Five leadership style adequate organization performance is possible through maintaining their morale at satisfactory level. Manager with this style wants to look good, to be 'in' with colleagues, and he wants to achieve goals according to what the majority thinks, Basically it's an compromising style where leader tries to maintain a balance between goals and aims and production of organization and the need of people

here neither employee nor production are fully meet .majorities in opinions are his opinions, what others dislike or reject he dislike and rejects.

But sometimes five -five oriented managers is unsuccessful and they also feels non famous, and isolated from the group Being out of step can lead to ostracism and lose membership (Huma,2003).Sometimes he lose his control over employee and this is big obstacle in achieving goals within decided time duration. Five-five oriented leadership can be known as philosophy of gradualism, where change takes place after trial or error, not by goals oriented direction. Here results are not chaotic but come out irregular form. Here leader avoids exerting formal authority, he doesn't direct or command to get job done as he motivates and communicates. He behaves democratically which in turn enhance his popularity, with deals his subordinates in informal and gives them chance to take any decision and enjoy group discussions meetings and he likely to see his leadership role as facilitator or catalyst.

There are some circumstance which promotes five-five oriented leadership is that, as one is, it motivates others to take part in decision making process, the rightness of the majority and importance of people in one system, and a sense of "Everyone have equal rights and one man one vote", Employee can feel equality and respect for the individual in this style. Five-five oriented style can be described democratic style.

2.1.20.4 Country club manager (1.9)

In this style manager believes that attitudes and feelings of people are more important. He feels emotionally secure when relationships are accepting. He enjoys the mutual environment of organization. He wants to be liked by subordinates .Appraisal words

carries much importance for him by his subordinates he seeks their approval by being interested in them, when others are pleased he feels oneness with them, he cultivates an atmosphere of warmth. Where people do what they want and enjoy their own pace and work with those whom they like .For one nine leader" subordinates are important, job was given for them for to motivate and keep their spirits up". One nine leader ensure that people can fit themselves in any situation with comfort. One nine motto is "they won't hurt me if I am nice and kind" and he sees his work group as "one big happy family". While as meetings are essential for to discuss aims and goals and duties resources of organization while in this style, leader don't start meetings until "each person is present"

2.1.20.5 Team leader (9.9)

At upper right-hand corner, here in nine-nine oriented leader is highly concerned with production and people, with high and effective guidance, as leader wants to achieve his goal on decided time period and wants high production and quality through high participation and involvement of workers. Its goal oriented leadership style. When leader is highly committed to production then needs of employee is fulfilled by leader, because without full filling workers needs, high production isn't possible. This style creates a team environment in which workers are highly committed to work, which leads high satisfaction and motivation. According to this style "with commitment, caring, innovative ideas, we can solve our problems .Proper planning, leading ,controlling can be seen here. From start proper planning is done from start to till its completion, schedules are set according to plans, Individuals responsibilities are decided, rules are define for individuals. Subordinates are well informed about progress of plan, Evaluation is done of project. Responsibilities are defined according to capabilities of subordinates.

2.1.21 Model of leadership culture

According to L. Molloy, Ellis (1998), nine-nine leadership style can provide useful model of leadership culture. Simply this can't be described just as leadership model. It represents as approach to interacting that pervades the inter-person space and taps into a variety of processes, values and beliefs. After many researches, outcome was that leadership practices at individual level affect on important facet of organization culture. Usually we takes culture as a group of people who have values and artifacts and same in organization all are like culture and leader behave according to culture values. And leader manages all subordinates according to culture demands and norms through his management process. Nature of leadership process reflects a specific set of values and assumptions .This style indeed change organization culture, by modifying one team level of overall culture. Leadership process and leadership culture are associated with each other. This leadership approach is different from other styles not taken as formal leadership style; it's a broader team responsibility. It's a teamwork view of leadership, where decisions are made after appropriate consensus.

2.2. Review of Previous Studies

Fred A.Tillman Jr ,Alvin C. Rencher (1976), conduct study on, attitude dimensions of a managerial theories of school superintendents ,this study investigate superintendents individual career accomplishment with respect to five managerial styles of Blake and mouton managerial grid (9,9) (9,1) (5,5) (1,1) (1,9). Data was collected in form of questioner which was developed for high achievers and low achievers. Result show a strong predisposition of the high achieving superintendents to select (9, 9) managerial style.

Rahmat Ullah (1999) , conducted a study over management styles of Govt. Colleges in N.W. F. P. under the light of Blake and Mouton managerial grid. The sample size was seventy six male and female govt. colleges' principals. And result of this study was, principals were found in the middle of the road management style

Zilla Huma (2003) , conducted a study and objectives of this study were to discover principals own perception about their managerial style (2) compare principals managerial styles as perceived by themselves and as perceived by teachers and students of college according to Blake and Mouton managerial grid and to compare the management styles of principal on the variables of age, qualification, and experience, and identify the reasons of using the specific managerial style of principal. Population of this study includes all principals, faculty members and students of Female Govt .colleges situated in Punjab. The Sample size consisted of 1560 respondents ,includes 60 college principals ,300 faculty members and 1200 students .And conclusion was that according to majority of principals they are team leader who is fulfilling duty according to demands of teachers and students,

and majority of teacher and students viewed their principal as team leader however in some cases they are viewed as authoritative leader or country club and impoverished .And according to the responses of the principals 'experience matters a lot ' and have great effect on their performance and managerial style yet personality was main dominated variable on their managerial style..

Nazir Hussain (2005) conducted a study on, the impact of managerial styles on quality of educational government boys' higher secondary schools of Gujranwala and Lahore, main objective of this study was to examine the managerial styles of principals .The population of the study was principals, subject specialists and students of Gujranwala Lahore division. Major findings of this study were that the principals consider staff members views in decision making. By mutual understanding they try to resolve conflicts between them, they never remain silent; they believe in team work and motivate teachers for better performance. Democratic styles of management were highly recommended and have a positive effect and laissez faire style has negative effect on teachers' performance.

Aieman Al Omari ,Sadeq Al Shudaifat (2008), investigate the problem .Effect of leadership styles of principals on teachers burnout at russaifa education directorate in Jordan ,Sample was 133 teachers and 106 principals were selected. Their leadership styles were according to Blake and mouton's grid. Finding of this study was that principals perceived themselves more significant than teachers perception in the following leadership styles (1,1) (1,9) (9,1) and (9,9).And teachers performance is highly affected by principals behavior.

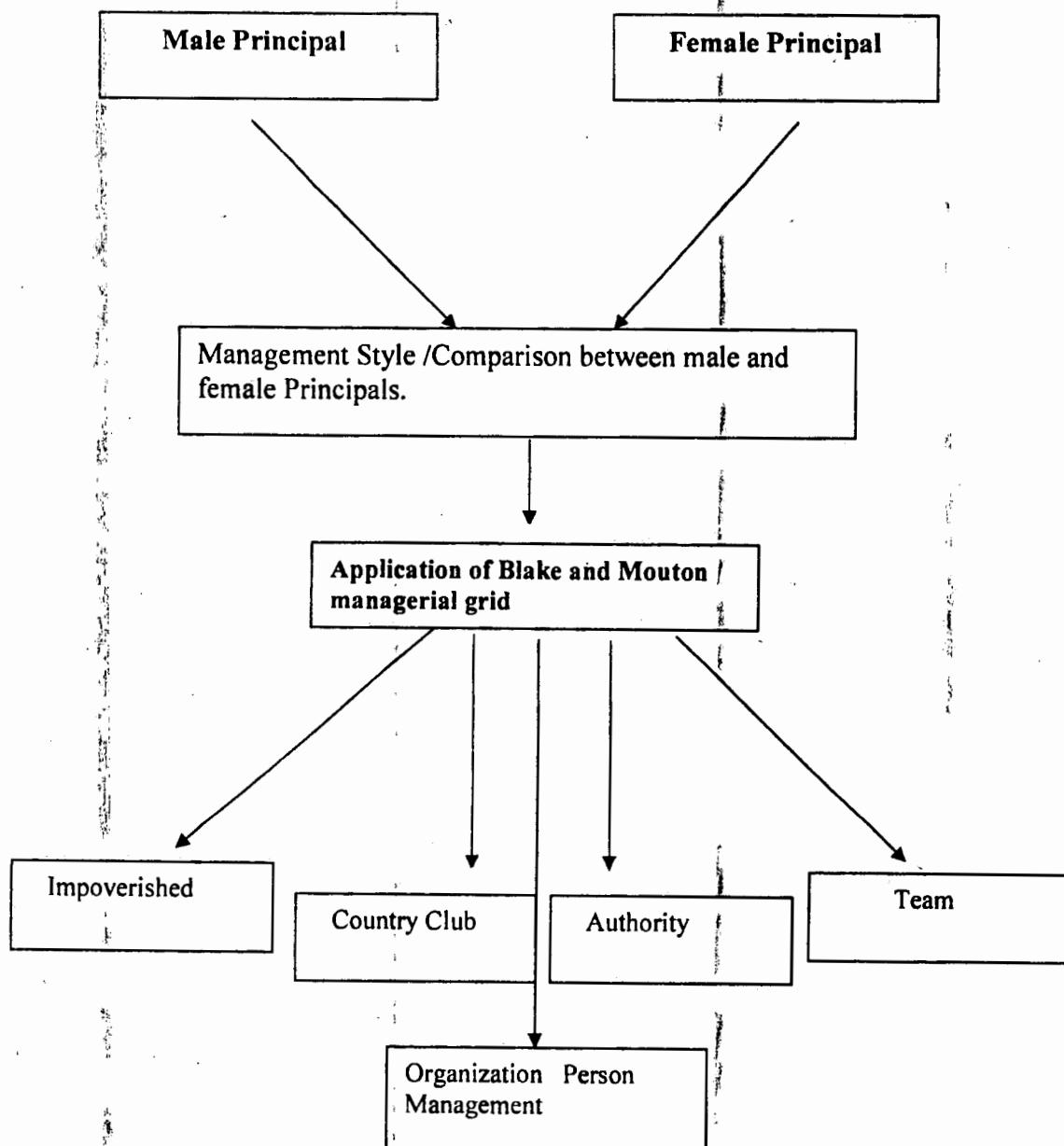
Tariq Mehmood (2011) , conducted a study on Impact of administrative styles of heads of secondary school on teachers' performance in NWFP .As sample Out of twenty four, ten district were selected .All the head of 133 government secondary schools were selected which includes 100 male heads and 33 female head. Findings of the study were that as regard the qualification of school head there is no significant difference in overall results of the schools, and there was significant difference in overall performance of the school heads and subject wise result of teacher. The female teachers and head showed better performance and overall subject wise result of teachers was average under different administrative styles. Since democratic administrative style was selected from heads for better performance of teachers. And heads of institute may be given intensive training in this style

Abdullah Faisal (2011) , conducted a research study on impact of educational leadership on institutional performance in Punjab. This study provides enough guidelines to policy makers to take appropriate measures for quality education by examining impact of behavioral dimension (task and relation oriented) and demographics (situational factors and attributes) of a leader on institution performance. This study is also helpful it may provide guideline about level of competency of leader. Population of this study was heads of GHSSs and Principals of GDCs, Principals of GCEs and EDOs and DEOs. Study was based on comparison of variables as behavioral and demographic dimensions. Findings of this study was that task oriented behavior and relation oriented behavior is not independent with each other, they are interrelated in this sense, that on supports other one. Relationship between these two variables is optional for higher success and for high effectiveness for achieving academic goals.

Alberta Thrash (2012), do research with title Leadership in Higher education on Ohio's 13 state supported university academic deans, sample size was less than 100. Main objective of this study was to analyze whether difference exist between the leadership styles of academic deans and independent variables were age, number of faculty supervised and number years of experience, Blake and mouton managerial grid was utilized for this study. The result of this study was there is no significant independent differences exist among the leadership styles and independent variables.

Syed Manzoor Hussain Shah et al. (2015) , conducted a research on managerial practices of the principals of Islamabad model schools in Islamabad capital territory , major aims of the study were to find out the management practices of principals of federal schools and to compare the management style of the male and female principals.50 principals of 50 schools and two trained graduate teachers of each school were selected as sample of the study. The data were collected through questionnaire. The result of the study was that there was no significant difference in mean score of male and female school principal working in urban and rural areas.

2.3 Theoretical Framework



CHAPTER 3

RESEARCH METHODOLOGY

The study was comparative study .Both qualitative and quantitative data were collected used to get results .Data were collected from male and female teachers of IMCGs and IMCBS.

3.1 Design of the study

The study was a comparative study in nature as the major aim of this study was to find out and compare the male and female Principals' managerial style according to Blake and Mouton's Managerial grid.

3.2 Population

The population of the study were all male and female teachers and principals Islamabad Model College for Girls and Boys. There were 1,316 teachers which include 631 female and 685 male teachers in model colleges of Islamabad.

3.3 Sample and Sampling Technique

According to L.R. Gay table for selecting sample ,300 (20%) teachers were selected as sample of the study from 631 female and 685 male college teachers.150 teachers from Islamabad Model College for Boys and 150 teachers from Islamabad Model College for girls were selected as the sample of the study .10 teachers were selected from each college randomly. The simple random sampling technique was used to select sample. All principal's IMCGs, IMCBs were sample of the study.

3.4 Research Tool

After consulting literature available on leadership and management two tools were developed.

1. Self-developed five point rating scale was used to collect the responses of male and female teachers .The values were given as under,

Strongly agree (S.A) =5, Agree (A) =4, Undecided (U.D) =3, Disagree (DA)=2, Strongly Disagree (S.D)=1,

2. Structured interview was done to collect data from principals.

3.5 Pilot Testing

The instrument was piloted before implementation on the actual sample of the study to check reliability of the instrument .20 teachers were selected to fill the questionnaire for pilot testing .The opinion of the experts was also being taken to enhance the validity of the instrument. Pilot testing was done on the actual population but not included in the sample of the study .Research instrument was given to 10 experts (IIUI, AIOU,BZU,HCL) for the expert opinion regarding to the validity of the instrument. The experts thoroughly reviewed the research instrument and recommended suitable modification in the research instrument. According to their suggestion some items were rephrased. Correction was incorporated and research instrument was modified according to their suggestions.

3.5.1 Reliability Statistics

Cronbach 's Alpha	No of Items.
.838	35

3.6 Data Collection

Data were collected by the researcher through personal visits to the sample colleges and were collected from teachers through questionnaire and from principal through structured interview.10 teachers were selected randomly from each college. The simple random sampling technique was used to select teachers.

3.7 Analysis and interpretation of data

While analyzing the data, objectives of the study were kept in mind. T-test, Mean and frequency was used to analyze the data collected from male and female college teachers. Structured interview from male and female principals were analyzed through coding and decoding. The null hypothesis were tested at 0.05 level of significance.

CHAPTER 4

ANALYSIS AND INTERPRETATIONS OF DATA

Table 4.1 Frequency of male and female college teachers

Country Club Management(1.9)		Team Leader Management (9.9)	
M=18	F= 26	M=42	F=71
Middle of the Road(5.5)			
Impoverished	M= 21	F= 12	Authority Compliance
Management Grid(1.1)		Management (9.1)	
M=48	F= 26	M=41	F=43

Table 4.2 Impoverished Managerial Style.

H_0 1 . There is no significant difference between the mean score of impoverished managerial style of male and female Principals.

	Statements
1	Minimum success of college is enough for principal.
2	Lack of concern with staff creates misunderstanding between teachers and principal
3	Principal is less concerned about college success
4	Principal appreciates teachers if they take any decision without his/her involvement.
5	Staff discussion and Meetings is principals' priority.
6	Principal motivates teachers in their actions.
7	Principal is flexible to change his/her leadership style according to situation.

Group	N	F	Mean	t. value	df	p. value
Male	150	48	3.17			
				2.657	298	.008
Female	150	26	2.97			

Table 4.4.1 shows the mean value of male and female college teachers. In response of these statements the mean value of male ($M=3.17$) and female ($M=2.97$) depicts both male and female college teachers are having difference in their mean scores on impoverished managerial style of their principal. While frequency of male ($F=48$) and female shows majority of male teachers depicts that their principal's managerial style is impoverished. Results with t-value (2.657) and p-value (.008) revealed that there is no significant difference in the mean score of male and female teachers. Here minimum effort is enough for principal to get required work to sustain organization membership. The null hypothesis is accepted that there is no significant difference in mean score of male and female teachers on impoverished managerial style of their principal.

Table 4.3 Team Leader Management Style

H_0 2 . There is no significant difference between the mean score of team leader managerial style of male and female Principals.

	Statements
1	Teacher's involvement in decision is important to principal.
2	To Motivate teachers and students is principal priority.
3	Principal shares his/her new ideas for regarding the best for college and students.
4	Teaching innovations are highly appreciated by principal.
5	Principal encourages teachers to be creative.
6	Building strong team is his/her aim.
7	Principal always welcome teachers' suggestions about students' betterment.

Group	N	F	Mean	t. value	df	p. value
Male	150	42	2.97	4.41	298	.000
Female	150	71	3.31			

Table 4.2 Indicates the mean difference of male and female college teachers .In response of these statements the mean score of male college teachers ($M=2.97$) and female college teachers ($M=3.31$) depicts both male and female college teachers having significant difference in mean scores. T -value (4.41) and P-value (.000) revealed that there was significant difference in score of male and female college teachers as the p-value is less than 0.05. The mean score of female college teachers($M=3.31$)depicts that the female college teachers have high mean score as compared to the male college teachers. While frequency of male ($F=42$) and female ($F=71$) teachers depicts the managerial style of their principal by teachers, where staff and results are both important for principal. The null hypothesis is rejected.

Table 4.4 Authority Compliance Management Style

H_0 3 . There is no significant difference between the mean score of authority compliance managerial style of male and female Principals.

	Statements
1	Principal considers teachers an obstacle to result, unless obedience to the Principal's wishes are explicitly granted.
2	The principal usually criticize the teachers in front of students.
3	Authoritative principals are suitable to maintain better academic performance of colleges.
4	The principal points out deficiencies and faults of teachers without any guidance
5	The principal usually expels staff without any reason.
6	The principal imposes his/her decisions and policies on teachers.
7	Principal behavior remains aggressive at all time without any genuine reason.

Group	N	F	Mean	t. value	df	p. value
Male	150	41	3.07	.024	298	.981
Female	150	43	3.07			

Table 4.3 displays the difference among male and female college teachers. In response of these questions mean score of male ($M=3.07$) and female (3.07) college teachers depicts there is no difference in mean score of male and female college teachers. Results with t-value (.024) and p-value (.981) revealed that there is no significant difference between male and female college teacher response about their principals' managerial style. While frequency of male ($F=41$) and female ($F=43$) teachers depicts the managerial style of their

principal by teachers where principal have primary concern with results and secondary with staff (teaching, non teaching). The null hypothesis is accepted.

Table 4.5 Middle of the Road Management Style

H_0 4: There is no significant difference between the mean score of Middle of the road managerial style of male and female Principals.

	Statements
1	Principal takes majority as authority goes along with majority.
2	Principal is flexible to change objectives to reach target.
3	Principal prefers relaxed conversation with teachers and students.
4	The principal schedules the work to be done.
5	The principal closely monitors and follow up a task to complete it timely.
6	The principal resolves the conflicts between teachers.
7	The principal persuades others that his/her ideas are for their betterment.

Group	N	F	Mean	t. value	df	p. value
Male	150	21	2.84	3.170	298	.002
Female	150	12	2.61			

Table 4.4 the mean scores of male ($M=2.84$) and female ($M=2.16$) college teachers depicts their responses', about their principals' managerial style. Results with t-value (3.170) and p-value (.002) revealed that there was a significant difference between male and female

college teachers. While frequency of male (F=21) and female (F=12) revealed that majority of male teachers view their principal as Middle of the road manager as compare to female (F=12) college teachers, where principal have moderate concern with staff and results. The null hypothesis rejected.

Table 4.6 Country Club Management

H_0 5: There is no significant difference between the mean score of country club managerial style of male and female Principals.

Statements	
1	The Principal change decisions and policies when it seems to be unbeneficial for Teachers
2	The Principal mainly use reward power to preserve disciplines.
3	Principal avoids arranging staff meetings discussions.
4	The principal provides guideline to staff on particular task.
5	The Principal mainly use reward power to support staff in accomplishing their Goals.
6	The principal involves team to participate in decision making and welcome their ideas and suggestions in the educational decisions.
7	The principal permits the teachers to use their own judgments in solving teaching learning problems.

Group	N	F	Mean	t. value	df	p. value
Male	150	18	2.86	6.55	298	.513
Female	150	26	2.90			

Table 4.5 depicts the differences among male and female college teachers. Results with t-value (6.55) and p. value (.513) revealed that there was no significant difference in score of male and female college teachers about their principal's managerial style. There is no significant difference in mean score of male ($M=2.86$) and female ($M=2.90$) college teachers. While frequency depicts majority of male college teachers ($F=18$) depicts their principal as country club manager as compare to female ($F=26$) teachers, where people and subordinates are important for principal as compare to production or results. Thoughtful attention is given towards the needs of people, satisfying relationship, leading in comfortable friendly educational atmosphere. The difference was not significant on base of mean score of male and female teachers'. Thus the null hypothesis accepted.

4.7 Male and Female Teachers in Dual Mode about their principal's managerial style

		Male	Female
	Impoverished Managerial Style	48	26
1	Authority Compliance Management	3	4
2	Country Club Management	2	1
3	Team Leader Management	3	4
4	Middle of the Road Management	1	2
	Team Leader Management	42	71
1	Authority Compliance Management	4	6
2	Country Club Management	1	4

3	Middle of the Road Management	1	1
4	Impoverished Management	5	4
	Authority Compliance Management	41	43
1	Country Club Management	1	4
2	Middle of the Road Management	-	2
3	Impoverished Management	4	1
4	Team Leader Management	3	5
	Middle of the Road Management	21	12
1	Country Club Management	2	1
2	Impoverished Management	1	2
3	Team Leader Management	3	4
4	Authority Compliance Management	3	4
	Country Club Management	18	26
1	Impoverished Management	3	1
2	Team Leader Management	1	4
3	Authority Compliance Management	1	5
4	Middle of the Road Management	-	-

As in impoverished style there are (48) male and female (26) teachers who have selected impoverished managerial style as management style of their principal but there are also some male(9) and female(11) college teachers who have selected their principals with multiple managerial styles according to them their principal have two or more than two managerial styles. And these male and female college teachers are in dual mode. In team leader managerial style there are (42) male and female (71) who have selected their principal as team leader but there are also some male(11) and female (15) teachers ,who are in dual mode about their principal's management style. In Authority compliance managerial style male (41) and female(43) college teachers responses' depicts their responses' about their principal managerial style there are also some male (8) and female(12) college teachers are also in dual mode, who have in select authority compliance managerial style with other managerial styles, according to them their principals have multiple managerial style. In Country club managerial style male (18) and female(26) are agree with that their principal have country club managerial style while here some male (5) and female(10) are also in dual mode because according to them their principal have different managerial style at a time. In middle of the road managerial style male (21) and female (12) are agree that their principal have middle of the road managerial style while here some male (5) and female(5) college teachers are also in dual mode.

Qualitative Analysis

Structured Interview was done from male and female principal of IMCG and IMCB about their management style. The main purpose of the interviews was to get in-depth information about principals' management style, and Interview questions were according to five management styles of Blake and Moutons managerial Grid. 20 questions were done from principals.

4.8 Impoverished Management Style (1.1)

	Statements
1	How you manage college and its administrative work?
2	How you manage college discipline? With autocratic style/Democratic style/Authoritative style?
3	You go through the latest administrative literature to seek help to bring Improvement in your college?
4	You appreciate the teachers if they take any decision without principals' involvement?

According to female principal responses "with democratic style we can achieve our targets in time, it's helpful for principal to achieve targets in time". While some male and female principals' responses depict that they manage college administrative, system with authoritative style. According to female principals "to some extent both styles can be used according to the situation. With the help of latest administrative literature principal can handle all troubles and problems of college, but there are less positive responses, according to some male and female principal their managerial style is preferably good, they understand the needs of teachers and students'. According to majority of female and male

principals, there are no workshops and training programs arranged by government related to leadership styles for principals. While some male principals' have a minimum concern with teachers and their performance. While on response of college reputation and fame and total number of successful students only due to students struggle and teachers competency. It was reported by both male and female principals, that training programs may be there both for principal and future leaders (teachers). While on response of last statement, according to female principals' they do appreciation to some extent, while according to male principal, only few female respondent was stated like " if teachers take any decision it creates problems in college, whatever decision they made they should inform to the principal before its implementation".

4.9 Team leader Management Style (9.9)

	Statements
1	Do you believe that teachers Involvement in decisions is Important?
2	To motivate teachers and students is your priority?
3	Do you believe it's better for college and students to share your ideas with staff?
4	Do you welcome teacher's suggestion about students' . If yes, why?

In response of these statements teachers involvement in decision making process is important according to both male and female principals to some extent, Example of response of male was like; We should involve teachers while taking any decision regarding to students to some extent because they better understand their students psychological needs, teachers have more interaction with students as compare to principal". Female

principal response was "their student's high achievement is their priority, for the betterment of students it's necessary but not always some time it creates problems in college". Female principal mostly are in favor to involve teachers in the decision making process because it effects on college result and students' performance. And it is important for smooth running of curricular and Co curricular activities. Teachers are the key factor they are highly experienced. So, according to mostly male and female principals', teacher involvement in decision making is necessary. According to male female principals "Motivation is necessary for both teachers' and students for high achievement. It is necessary for students in their learning".

Some female principals described "motivation" for students and teachers that "motivation is necessary in order to sustain the hard work of deliberate practice, motivation has several effects on student's learning and behavior, motivation directs the behavior of teachers and students toward a particular goal". Motivation leads to improve performance of teachers and students. On the statement of sharing ideas, mostly principals were in favor that sharing their ideas with teachers are good for students' progress and achievements and positive college climate start with the teachers. Morale boosting from the principal is good for teachers. If you share and demonstrate how eager you are about an upcoming college event or about new planning, it will be much easier to get the rest of college on board. According to male and female principal if they didn't share their ideas with their teacher then how they can accept good performance of teachers'. When you share your ideas with your teachers it is the beginning of a learning process. When a teacher takes any decision about students' performance is appreciated by principal to some extent but not always.

4.10 Authority Compliance Management Style (9.1)

	Statements
1	Do you criticize teachers in front of students' .If no .Why?
2	Do you prefer authoritative style for better academic performance?
3	To expel staff members without any reason is suitable to principal?
4	You believe in to impose decisions on teachers?

On response of these statements mostly female principal were not in favor of criticizing teachers in front of the students, according to them principal should never criticize on teachers in front of students .while male principals argue that criticizing on teachers in front of student doesn't have any effect on students performance ,they just criticize for their improvement .Authoritative style is best for rapid success according to male and female principal it doesn't waste our time we can get high results through this style. Mostly male teachers select authoritative style as compare to democratic and autocratic style. While the female principal shared their opinion " through democratic style in which each individual share their ideas and theses ideas are highly appreciated by the principal, and through this style we can achieve our selected goals, but it consume time because everyone share their idea regarding teaching learning process and they expect from principal that they should prefer their ideas and suggestion". According to male and female principal they can't impose their decisions and suggestion on teachers even if these ideas and suggestion are best for them.

4.11 Middle of the Road Management Style (5.5)

	Statements
1	Do you think principal should be flexible to change objectives? if yes .Why?
2	You closely monitor a task to complete it timely.
3	You resolve teachers' conflicts?
4	Do you persuade others that your ideas are for their betterment?

According to male and female principals adaptive and flexible leadership style involves changing leadership behavior in appropriate ways as the situation changes. Principals' behavior should be according to the situation.

Flexible leadership can occur in several different contexts. , Flexibility is required within the same position as condition change for a principal or leader. The principal should be flexible in his her behavior. Principal can change or can do changes in his planning or decisions. Being flexible involves finding new and innovative ways to deal with new opportunities and problems. Follow up and monitoring is essential if you want to achieve your goals within the selected time period according to male and female principals. Through monitoring and follow up we can change our decisions and way of working and others problems and hurdles can also be removed. Mostly male and female principal gives the opinion that the principal should resolve conflicts of teachers because it has an effect on the performance of students and on reputation of the college. According to female college principals it may be necessary for a principal to influence teachers to change their assumptions and beliefs about what is appropriate and effective, especially when new decisions and policies are not immediately obvious.

4.10 Country Club Management Style (1.9)

Statements
1 You change decisions and policies if it seems to be unbeneficial for teachers. If yes. Why?
2 You give importance to whom Productivity or Employee? Why
3 You believe teachers should use their own judgment in solving teaching learning problems. If yes, Why?
4 The principal permits the teachers to use their own judgments in solving teaching learning problems.

On response of these questions male principal stated that they can change their policies and decision if these policies and decisions are not in favor of teachers but they can't change whole system of their college if some teachers don't like their policies and decisions. According to female principal they can change their decisions and policies because policies and decisions are made for teachers' betterment and for students. According to mostly male and female principals productivity and teachers are both important for them same as well leadership style and behavior of principals may play an important role in success of college. Teachers can use their own judgment in solving teaching, learning problems because teachers' know well psychology of students and their learning pace. Accomplished teachers are dedicated to making knowledge accessible to all the students; teachers recognize the individual differences that distinguish one student from another student in the classroom. They can use their own judgments' and can use different teaching strategies according to student's interest, abilities, skills, knowledge, mental age level and family circumstances. According to the female principals accomplished teachers understand how students learn and develop. Accomplished teachers have a rich understanding about their subjects, they have command on specialized

knowledge of how to convey and reveal subject matters to students. According to female and male principals' teachers are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance ,they understand the difficulties of students and can modify their teaching method accordingly.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

The research study was designed to investigate the managerial styles of the male and female college principals of Islamabad Model College for Boys and Islamabad Model College for Girls in the light of the Blake and Mouton's managerial Grid. This chapter deals with the summary, findings, and conclusion of the study.

1.1 SUMMARY

The major objectives of this study were ; (1) Find out the managerial style of male and female principals.(2) Compare the managerial styles of male and female principals.(3) Explore how much both types of principal's managerial style fit into Blake and Mouton's managerial grid.

Population of the study comprised all 30 male and female Principal of Islamabad Model College for Boys and Islamabad Model College for Girls, and 631 female and 685 male teachers of IMCG and IMCB colleges. The sample consisted 15 male 15 female principal and 150 female college teachers and 150 male college teacher, and 10 teachers from each college .For sample simple random sampling technique was used.

To measure the management style of the principal according to grid structured interview was done from male and female principal, and for data collection from teachers' questionnaire was developed. Reliability of the research instrument was determined

through Cronbach's Alpha which was .838. The validity of the instrument was determined through expert opinion. For validation purpose questionnaire were given to 10 experts (AIOU.BZU.IIU.HCL). The data were collected by the researcher. For data collection from principal, Interview questions were made according to Blake and Mouton's managerial Grid. Qualitative analysis was done of principal interviews.

5.2 FINDINGS

The following main findings were drawn from the statistical analysis of the data;

1. It was found from frequency male (F=48) and female (F=26) college teachers were agreed with the statements of impoverished managerial style that their principal have impoverished managerial style. There was no significant difference in mean value of male (M=3.17) and female (M=2.97) college teachers. The Null hypothesis accepted on base of value (t-value 2.657 and p-value .008). (Table 4.1) Some male (9) and female (11) college teachers are also in dual mode according to them their principals' have multiple managerial styles. (Table 4.7)
2. There was significant difference in mean score of male (M=2.97) and female (F=3.31) college teachers. It was found from frequency majority of female (F=71) college teachers were agree with the statements of team leader managerial grid as compare to male (F=42) teachers. Significant difference was found (T -value 4.41 and P-value .000) regarding this grid between male and female college teachers. The null hypothesis is rejected. (Table 4.2) while some male(11) and female(15) college teachers are also in dual mode about their principal 's managerial style. (Table 4.7)

3. There was no significant difference in mean score of male ($M=3.07$) and female ($M=3.07$) college teachers .It was also found from frequency of male ($F=41$) and female ($F=43$) college teachers both were equally agree with the statements of authority Compliance managerial grid. There was no significant difference (t -value $.024$ and p -value $.981$) between male and female college teacher responses .The null hypothesis is accepted.(Table 4.3).while some male (8) and female (12) college teachers are also in dual mode(Table 4.7)
4. There was significant difference between male and female college teachers (t -value 3.170 and p -value $.002$). Frequency of male ($F=21$) and female ($F=12$) showed majority of male college teachers were agreed with the statements of middle of the road managerial grid. There was significant difference in mean score of male ($M=2.84$) and female ($F=2.16$) college teachers. The null hypothesis rejected. (Table4.4). While some male (9) and female (11) college teachers are also in dual mode (Table 4.7).
5. There was no significant difference among male and female college teachers (t -value 6.55 and p . value $.513$) .There was no significant difference in mean score of male ($M=2.86$) and female ($M=2.90$) college teachers about their principal's country club managerial style. Frequency of male ($F=18$) college teachers were low than the female ($F=26$) college teachers. (Table 4.5).While male (5) and female (10) college teachers are also in dual mode. (Table 4.7)

5.2.1 Interpretation of data collected through open ended questionnaire from male and female college principals

Analysis of data collected from male and female principal through structured interview questions about their managerial style according to Blake and Mouton's managerial grid.

5.2.1.1 Most of the female principal prefers democratic leadership style and male college principals prefer authoritative leadership style. According to female principals to some extent both democratic and authoritative style can be used but not always, to some extent according to situations, according to them teachers involvement in decision making process creates problem. According to male and female college principals their administrative style is preferably good. As there are no workshops and training programs arranged by government related to leadership styles for principals. It was reported by both male and female college principals that, training programs and workshops related to principal's management and leadership style may be arranged by educational authorities. Appreciation and motivation is necessary for both teachers and students, but to some extent. According to male principals, if teachers take any decision without involvement of principal it creates problems in college they may inform principal before taking any decision.

5.2.1.2 Majority of male principals are in favors of teacher's involvement in decision making process but to some extent, because they better understand their students psychological needs, teachers have more interaction with students as compare to principal, While according to female college principal their student's high achievement is their priority, for the betterment of students it's necessary but not always some time it creates

problems in college'. Female college principals are in favors of involvement of teachers in decision making process while male college teachers are not. Motivation is necessary for teachers according to male and female principals.

5.2.1.3 Female college principals were not in favors of criticizing teachers in front of students, but according to male principals criticizing on teachers in front of student doesn't have any effect on students performance, they just criticize for their improvement. Authoritative style is best for rapid success according to male principals and female principal were in favor of democratic style is preferably good. each individual share their ideas and theses ideas are highly appreciated by the principal, and through this style we can achieve our selected goals, but it consume time because everyone share their idea regarding teaching learning process and they expect from principal that they may prefer their ideas and suggestion. According to male and female principal they can't impose their decisions and suggestion on teachers even if these ideas and suggestion are best for them.

5.2.1.4 Male and female principals were in favors that principal's behavior should according to situation, adaptive and flexible leadership style involves changing leadership behavior is appropriate ways as the situation changes. Monitoring and follow up programs are essential according to male and female. Mostly male and female principal gives the opinion that the principal should resolve conflicts of teachers because it has an effect on the performance of students and on reputation of the college. According to female college principals it may be necessary for a principal to influence teachers to change their assumptions and beliefs about what is appropriate and effective, especially when new decisions and policies are not immediately obvious.

5.2.1.5 According to male principals they can do changes in their policies but they can't change whole system because of some teachers if they don't like college policies and decisions. According to female principal they can change their decisions and policies because policies and decisions are made for teachers' betterment and for students. According to mostly male and female principals productivity and teachers are both important for them same as well leadership style and behavior of principals may play an important role in success of college. According to the female principals accomplished teachers understand how students learn and develop. Accomplished teachers have a rich understanding about their subjects, they have command on specialized knowledge of how to convey and reveal subject matters.

5.3 CONCLUSIONS

On the basis of analysis of data and findings of the study following conclusions were drawn in the light of objectives.

1. Result of the research study showed that majority of the male teachers viewed their college principal as impoverished manager for whom minimum concern with people or staff and with goals and success of college is enough to sustain college membership. The one-one oriented principal's motivation is to only stay in the system and doing enough to preserve his/her job and to build seniority but without making a contributing that benefits his colleagues or the organization. He expects little and gives little. Principal is less concerned with teachers and college goals.

2. In some cases male college teachers viewed their principal as team leader who gave full and equal emphasis both to the demands of the college and needs of the staff and students.
3. Result of the study showed majority of female college teachers viewed their college principal as team leader manager. Principal can change their decisions and policies when it seems to be unbeneficial for teachers and students. Principal is concerned with production as goals of college and also attentive on having good relations with staff and subordinates and on promoting good feelings among colleagues and subordinates.
4. In some cases female college teachers viewed their principal as authoritative leader for whom production and good results are important rather than staff and teachers. By exercising power and authority and achieving control over teachers through compliance. Authoritative compliance manager or leader gave more importance to college goals than to the problems of staff.

5.4 RECOMMENDATIONS

The following recommendations are given for educators and future researchers on the basis of conclusions and discussion.

1. As the summary of principal's interview showed, as majority of female principal prefer middle of the road style and team leader style and male principal were in favor of authoritative style, so for principals, training programs may be there of leadership skills, and these programs may be mandatory for every principal of school or college.

2. According to male and female principals there are no training leadership and management programs so for their training, educational service academies may be established on the pattern of civil services academy to train the education leaders.
3. On the base of interview summary from male principals college as they prefer authoritative leader and impoverished style ,there may be refresh courses and in service courses for principals to develop their skills in leadership including planning and decision making, conflict management and team building .
4. On the base of male and female teachers mean difference, educational management courses also may be there which can increase the leadership skills not in principals but also in future leaders (Teachers).
5. Training programs are essential to train the principal to gain the required level of management. Every principal may be given training every year or at least once in three years. In these courses the training of latest management skills may be given to the principals.
6. As the views of male principals and male college teachers are different about the management style of principal, there may be workshops on managerial grids to develop positive attitude between college teachers and principals .Which can bring confidence and satisfaction among teachers and can increase leadership skills among principals which influence teachers.
7. Some male and female college teachers are also in dual mode about their principal's managerial style , and also have difference in mean scores so educational management courses and seminars related to managerial grids also may be there which can increase the leadership skills not in principals but also in future leaders (Teachers).

8. College principals may maintain such environment in which every individual can grow and learn and can share his/her ideas
9. There is need to focus on such managerial grids and leadership skills and principals professionalism which effects each others.
10. This research study may be helpful for the concerned departments of education and will help them in training of direct selectees, promotes headmasters, and so on principals. This study may b helpful too for principals in improving their performance.
11. As the present study was done on male and female colleges of Islamabad, further study can be done on male and female principals of four province of Pakistan. Comparative studies on both female and male colleges located in rural and urban areas at different levels of education system as elementary ,secondary, etc.

5.6 DISCUSSION

Education is essential for the development of the nation, if there will be poor management in educational institutes, there will be poor education. As the result there will be backwardness in the country. As Syed Manzoor Hussain Shah at al., (2015) , that the whole world feels that education enables a country to achieve progress and prestige for her people. Good education is the result of good management. At present most college principals usually ignored their responsibilities as a supervisor but limited on running college and administrating offices, instead and teachers limited on class room activities instead of whole college climate. Principals spend most of their time in office and administration side and their interaction and participation in classroom activities has become limited. Principal should play an effective role as good leader and manager, who manage all activities in proper way. In any effective college there is skilled and efficient leader colleges. In educational leadership today principal is

challenging and highly difficult role where principal is responsible for all the activities. Leadership style of principal directly or indirectly influences many variables including on performance of college teachers, achievements of students and on non working staff of college. College principal should have professionalism which means commitment to excellence .A professional principal is one who is eager to learn to become best in his work and knows all ins and outs of the profession, the role of principal as good manager is to provide such environment and conditions in which every individual can share his/her ideas regarding the best of college, in where teachers can learn and grow. It is important for college principal to focus on his/her leadership skills which further improves teachers' performance. College principal should have knowledge about leadership skills and how well he/she can manage whole college system being good manager. In this research study researcher investigated principals 'managerial style according to Blake and Moutons' managerial grid. Mean, Frequency and simple t-test was applied to find out results. The result of present study indicate that majority of male teachers viewed their principal is impoverished leader. And majority of female teachers viewed their principal as team leader. While some male college teachers viewed their principal as team leader and authoritative leader. Some male and female college teachers are in dual mode because of their multiple responses' on their principals' managerial style.

Although the concept of principal has shifted from gatekeeper to instructional leader, supported, guider, leader of leaders and good manager. (Deal,Peterson, 1994, Goldring , Rallis,1993).Good principal requires effective management. Effective principals can communicate with teachers and develop relationships. They must communicate with all teachers, students, cafeteria workers, parents transport workers, and security personnel as a good manager. Being a leader he/she has his responsibility to communicate with all human

resources. A principal must help a teacher to provide all classroom instructional resources to enable all teachers to focus their attention and make better instructional strategies and curricular issues.(Robbins pam , Alvy. B Harvey, 2009).

This study results support to the study result of Huma (2003) that indicates that most of teachers viewed their principal as team leader. The above study does not lend support the finding of Rahmat Ullah (2001) study that female college principals of Govt. College held middle of the road. There might be number of reasons for explaining out the results of the previous study especially from the result of Huma (2003) and Rahmat Ullah's study that included the women degree college principals of N.W.F.P. The result of the study indicates that male and female teachers have the same view about their principals, who is authoritative leader (9.1) who is highly concerned with product or result of the college and less concerned about people and good relations with them according to Blake and Mouton's managerial grid. According to this style Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree. The 1.1 phenomena from male college teachers may possibly the due to the bias, and due to the new teachers of college and due to their less interaction with principal.

The finding of this study also doesn't support the finding of study by Tariq Mehmood (2011), study was done on Impact of administrative styles of heads of secondary school on teachers' performance in NWFP, where democratic style was selected by teachers and head of the schools. while study which was done by Abdullah Faisal (2011) on impact of educational leadership on institutional performance in Punjab , population of this study was GHSSs and principals of GDCs , Principal of GCEs and EDOs and DEOs ,finding of this study was that

task oriented behavior and relation oriented behavior is interrelated ,one dimension have effect on others dimension supports the finding of the study that principal behavior is interrelated with his task . His behavior is associated with high degree of achievement and outcome of college. In Nazir Hussain (2005), study which was done government boys higher secondary schools of Gujranwala and Lahore, main objective of this study was to examine the managerial styles of principals according to grid, and the findings of this study indicates that principal perceive themselves as team leader and motivate teachers for their better performance, Finding of the previous study support the findings of present study.

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APPENDIX A

A COMPARATIVE STUDY OF MANAGERIAL STYLE OF PRINCIPALS OF IMCG AND IMCB COLLEGES, AN APPLICATION OF BLAKE AND MOUTON'S MANAGERIAL GRID

Questionnaire For Teachers And Principals

Respected Sir/Madam,

Asslamualaikum !

I am a student of M.S (Education) and presently doing research on the topic of '*A Comparative Study Of Managerial Style Of Principals Of IMCG And IMCB Colleges, An Application Of Blake And Mouton's Managerial Grid*' Read each statement carefully and show your level of agreement by ticking S.A , A , U.D, D. A, or S.D which best matches your intention.

It is ensured that all the information, provided by you, will be kept confidential and will be used for research purpose only. Your name will remain anonymous. The researcher will remain thankful to you for your cooperation.

With regards,

Ayesha Iqbal

APPENDIX B

**A COMPARATIVE STUDY OF MANAGERIAL STYLE OF PRINCIPALS OF
IMCG AND IMCB COLLEGES, AN APPLICATION OF BLAKE AND MOUTON'S
MANAGERIAL GRID.**

Structured Interview From Principals'

Demographic Information.

1. Gender

Male Female

2. Designation: _____

3. Name of institution: _____

4. Academic Qualification

M.A M .Phil Ph. D

5. Professional Qualification

B. Ed. M. Ed Any other

6. Administrative Experience in years

As college Principal _____

As any other administrative post _____

Kindly provide the following demographic information:

Gender: ----- Name: (Opt) -----

Designation: ----- Institute: -----

1. How you manage college and its administrative work?

2. How you manage college discipline? With autocratic style/Democratic style/Authoritative style?

3. You go through latest administrative literature to seek help to bring improvement in your college?

4. Do you believe that teachers Involvement in decisions is Important?

5. To motivate teachers and students is your priority?

6. Do you believe it's better for college and students to share your ideas with staff?

7. Do you welcome teacher's suggestion about students . If yes, why?

8. Do you criticize teachers in front of students' .If no .Why?

9. Do you prefer authoritative style for better academic performance?

10. To expel staff members without any reason is suitable to principal?

11. You believe in to impose decisions on teachers?

12. Do you think principal should be flexible to change objectives? if yes .Why?

13. You closely monitor a task to complete it timely.

14. You resolve teachers' conflicts?

15. Do you persuade others that your ideas are for their betterment?

16. You change decisions and policies if it seems to be unbeneficial for teachers. If yes. Why?

17. You give importance to whom Productivity or Employee? Why.

18. You believe teachers should use their own judgment in solving teaching learning problems .If yes Why?

19. The principal permits the teachers to use their own judgments in solving teaching learning problems.

20. You have any suggestion related to managerial style. and how we can manage college in better way?

APPENDIX C

A COMPARATIVE STUDY OF MANAGERIAL STYLE OF PRINCIPALS OF IMCG AND IMCB COLLEGES, AN APPLICATION OF BLAKE AND MOUTON'S MANAGERIAL GRID.

Questionnaire for Teachers

Demographic information:

1. Gender.

Male

Female

2. Designation. _____

3. Name of institute _____

Complete this questionnaire using following scale.

Strongly agree (S.A)=5, Agree(A)=4, Undecided(U.D)=3, Disagree(D.A) =2, Strongly disagree(S. D)=1.

Sr. N		S.A	A	U.D	D	S.D
		5	4	3	2	1
Impoverished Managerial Grid						
1	Minimum success of college is enough for principal.					
2	Lack of concern with staff creates misunderstanding between teachers and principal.					
3	Principal is less concerned about college success.					
4	Principal appreciates teachers if they take any decision without his/her involvement.					
5	Staff discussion and Meetings is principals' priority.					
6	Principal motivates teachers in their actions.					
7	Principal is flexible to change his/her leadership style according to situation.					
Team Leader Managerial Grid						
8	Teacher's involvement in decision is important to principal.					
9	To Motivate teachers and students is principal priority.					
10	Principal shares his/her new ideas for regarding the best for college and students.					
11	Teaching innovations are highly appreciated by principal.					
12	Principal encourages teachers to be creative.					
13	Building strong team is his/her aim.					
14	Principal always welcome teachers' suggestions about students' betterment.					
Authority Compliance Management Style						
15	Principal considers teachers an obstacle to result, unless obedience to the principal's wishes is explicitly granted.					
16	The principal usually criticize the teachers in front of students.					
17	Authoritative principals are suitable to maintain better academic performance of colleges.					
18	The principal points out deficiencies and faults of teachers without any guidance.					

19	The principal usually expels staff without any reason.				
20	The principal imposes his/her decisions and policies on teachers.				
21	Principal behavior remains aggressive at all time without any genuine reason.				

Middle of the Road Management

22	Principal takes majority as authority goes along with majority.				
23	Principal is flexible to change objectives to reach target.				
24	Principal prefers relaxed conversation with teachers and students.				
25	The principal schedules the work to be done.				
26	The principal closely monitors and follow up a task to complete it timely.				
27	The principal resolves the conflicts between teachers.				
28	The principal persuades others that his/her ideas are for their betterment.				

Country Club Management

29	The Principal change decisions and policies when it seems to be unbeneficial for teachers.				
30	The Principal mainly use reward power to preserve disciplines				
31	Principal avoids arranging staff meetings discussions.				
32	The principal provides guideline to staff on particular task.				
33	The Principal mainly use reward power to support staff in accomplishing their goals.				
34	The principal involves team to participate in decision making and welcome their ideas and suggestions in the educational decisions.				
35	The principal permits the teachers to use their own judgments in solving teaching learning problems.				

APPENDIX D

**PROVISIONAL LIST OF EDUCATIONAL INSTITUTIONS UNDER
ADMINISTRATIVE CONTROL OF FEDERAL DIRECTORATE
OF EDUCATION ISLAMABAD.**

AS IT STOOD ON 01.04.2011

**PROVISIONAL LIST OF EDUCATIONAL MODEL COLLEGES OF
ISLAMABAD.**

Sr. No	Islamabad Model Colleges for Boys	Phone Numbers
1	Islamabad Model College (PG) H-8	9250372
2	Islamabad Model College of Commerce (PG) H8/4	9250334
3	Islamabad Model College for Boys (PG) G-6/3	9208006
4	Islamabad Model College for Boys F-7/3	9102463
5	Islamabad Model College for Boys F-8/4	9261801
6	Islamabad Model College for Boys F-10/3	9266049
7	Islamabad Model College for Boys F-10/4	9266460
8	Islamabad Model College for Boys F-11/1	9266169
9	Islamabad Model College for Boys F-11/3	9266032
10	Islamabad Model College for Boys G-10/4	9106372
11	Islamabad Model College for Boys G-11/1	9266548
12	Islamabad Model College for Boys H-9	9258192
13	Islamabad Model College for Boys I-8/3	9101755
14	Islamabad Model College for Boys (VI-XII) I-10/1	9258137
15	Islamabad Model College for Boys Sihala .	03335125058

Sr .No	Islamabad Model Colleges for Girls	Phone numbers
1	Islamabad Model College for Girls (Post Graduate) F-6/2	9201287
2	Islamabad Model College for Girls (Post Graduate) F-7/2	9100025
3	Islamabad Model College for Girls No.1 (PG) F-7/4	9100017
4	Islamabad Model College for Girls NO.2 (PG) F-7/4	9266388
5	Islamabad Model College for Girls (PG) G-10/4	9202222
6	Islamabad Model College for Girls F-6/2	9262346
7	Islamabad Model College for Girls F-8/1	9267064
8	Islamabad Model College for Girls F-10/2	9266674
9	Islamabad Model College of Commerce For Girls, F-10/3	9266489
10	Islamabad Model College for Girls G-10/2	9258613
11	Islamabad Model College for Girls I-10/4	9101808
12	Islamabad Model College for Girls I-8/3	9101789
13	Islamabad Model College for Girls I-8/4	4493301
14	Islamabad Model College for Girls, Humak (F.A)	5958539
15	Islamabad Model College for Girls, Korang Town	

APPENDIX E

List of Experts for the Validation of Research Tool

1. Ms. Huma Ali , Bahauddin Zakaryia University Multan.
2. Col. (R) Saleem Iqbal , Bahauddin Zakaryia University Multan.
3. Ms .Tahira Khurshid , Bahauddin Zakaryia University Multan.
4. Prof. Farah naaz Naqvi , Hailay College University of Lahore.
5. Mr.Fida Hussain Bukhari ,Hailay College University of Lahore.
6. Dr.Tasneem Fatima, International Islamic University Islamabad.
7. Amber Jamil , Internatioanl Islamic University Islamabad.
8. Ms. Nasreen, International Islamic University Islamabad
9. Dr. Muhammad Munir Kayani , International Islamic University Islamabad.
10. Iqra Sulaiman , Illama iqbal Open University Islamabad.

No.F.1-6/2013/MC/FDE/ACAD
Government of Pakistan
Federal Directorate of Education
(Model Colleges Wing)

Islamabad, May 20, 2014

All the Principals,
Islamabad Model Colleges,
Islamabad

Subject: Thesis at Islamabad Model Colleges, Islamabad for M.S (Education)

Reference is made to the subject noted above.

2. Ms. Ayesha Iqbal, student of MS (Education), Roll No.101-FSS/MSEDU/F10) International Islamic University, Islamabad is hereby allowed for her completion of thesis in your institutions. The title of the Thesis is "A COMPARATIVE STUDY OF MANAGERIAL STYLES OF PRINCIPALS OF IMCB AND IMCS COLLEGES: AN APPLICATION OF BLAKE AND MOUTON'S MANAGERIAL GRID".
3. You are requested to facilitate her by providing available data / research resources in your institution.


Saeedullah Khan
(PROF. SAEEDULLAH KHAN)
DIRECTOR (MODEL COLLEGES)

Copy to: -

- Dr. Munazza Mahmood, Asstt. Professor, International Islamic Uni., Islamabad
- Person concerned.
- Office File.


(SAID AMIR KHAN)
ASSTT. DIRECTOR (MC)



**INTERNATIONAL ISLAMIC UNIVERSITY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION
ISLAMABAD – PAKISTAN**

No. IIUI/FSS/WC-2014

19 March 2014

To Whom It May Concern

It is certified that Ms. Ayesha Iqbal (R#101-FSS/MSEDU/F10) is a student of Ms Education in the Department of Education, International Islamic University, Islamabad. She is working on her Thesis titled “A Comparative study of Managerial styles of Principals of IMCB and IMCG Collages: An application of Blake and Mouton’s Managerial Grid”.

Kindly facilitate her by providing available data / research resources in your School.

Dr. Munazza Mahmood
Assistant Professor

