

A CRITICAL ANALYSIS OF MANAGERIAL SKILLS COMPETENCIES OF SECONDARY SCHOOL HEADS TRAINED THROUGH DISTANCE MODE OF ALLAMA IQBAL OPEN UNIVERSITY

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ABSTRACT

The premise of this article is to analyze the managerial skills competencies of secondary schools heads trained through distance mode of education in Pakistan. For this purpose a sample 300 secondary school teachers and 100 secondary schools head-teachers trained through distance mode and working in the Federal Government Educational Institutions (FGEI) functioning under the administration of Pakistan army. The objectives of the study were: 1) to describe the M.Ed programme of AIOU, 2) to identify the managerial skills competencies of secondary school heads trained through Allama Iqbal Open University, 3) to find-out the managerial problems faced by the secondary school heads of FGEI, 4) to suggest some further suggestion to improve the managerial skills competencies of working heads of FGEI. The study focused the following categories of skills,

- interpersonal communication skills,
- planning skills,
- collaboration/ teamwork skills, (iv) proficiency skills,
- organizational skills,
- feedback skills,
- basic technology knowledge, and
- technology access knowledge.

Major recommendations of the study were:

- 1) the scheme of study of M.Ed of Allama Iqbal Open University program be change as per need of administrator and it should focus be on management and administration, 2) For better performance of heads, an induction course covering all the managerial skills relevant to the job principal-sip should be arranged after each term and to be continue through out the service,

- 3) the present scheme of study of M.Ed program focus on teaching methodology, one additional semester be included that should cover the management courses and ,
- 4) as the present study was delimited to the Federal Governmental Educational Institutions to analyze the managerial skills competencies of working heads of secondary schools. One logical avenue for future is to replicate this study on the whole the country to generalize the results.

Keywords: Distance education in Pakistan, managerial skills, teaching system of AIOU, teacher training programs of AIOU, M.ed program of AIOU, duties of secondary schools heads in Pakistan.

INTRODUCTION

Pakistan is basically agricultural, developing country occupying a crucial and geographical position. Pakistan offers a grate measure of diversity. It contains some of the hottest regions of the world an in Jacobabad and Sibi districts, while parts of Balochistan and the Northern mountain areas are characterized by extreme cold. The population of 16 millions of which about 50% are blow the age of twenty. The country has experienced high and accelerated growth rates since independence. The estimated growth rate is 3%. The population of the respective provides is Punjab 58% Sindh 22% NWFP 17% and Balochistan 3%. There are also major differences in economic conditions and cultural traditions ranging from the largely cosmopolitan pattern in big cities to that of the nomadic way of life in deserted areas of South North and mountainous regions in the North and West of Pakistan. (AIOU, 2007-08)

HISTORY OF DISTANCE EDUCATION IN PAKISTAN

The Alama Iqbal Open University has been dedicated to provide affordable and accessible quality education to the people of Pakistan. Emergence of information and communications technologies and the attendant development of global knowledge economy have transferred universities around the world. Open distance learning institutions are increasingly adopting the electronically disturbed and asynchronous education delivery modes to take knowledge to the doorsteps of the learners. This University being the pioneer of ODL system of education in Pakistan has been striving to benefit from the "Information Boom" by equipping the students as well as the employees with the most recent technologies with the aim of improving their performance. (AIOU, 2007-08). Since its inception in 1974 as the first Open University of south Asia, it was established with act No. XXXIX by the National Assembly of Pakistan and the National Educational Policy of (1972-80) describes it in the following words:

Open universities are being used in various countries to provide educational and training to people who cannot leave their home and job for full time studies. An Open University will their for, be established to provide part time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, televisions and radio broadcast and other mass communication media.

AIOU has working to promote the literacy, technical education, and teacher education to bring the social change and a better future for all. The programmes of Allama Iqbal Open University are offered through its distance system in Pakistan and Middle Eastern Countries. At this time programmes are offered at wide choice of courses at all levels especially in professional trainings.

It has confirmed its effective role in the promotions of education particularly in the teacher-training field. In the University the training of teachers is considered as area of great concern. AIOU is unique institution providing teacher education at a distance in Pakistan. The objective of Allama Iqbal Open University is to provide education to people at the home or at the place of job or at station of their business. In this process of teaching and learning students and teacher are separated at distance. Information's and learning materials reached to the students by mail or by media. Due to this it is called distance-learning system. Allama Iqbal Open University is not specified for any area, all citizens of Pakistan can get admission in it and foreigners can also get admission on the reserved seats. The second characteristic of this university is that there is no age limit to all programmes.

CONCEPT OF DISTANCE EDUCATION

The term distance education means that the learner and the teacher are not face-to-face. This two-way communication can be established using any medium that is available such as; postal or e-mailing, telephone, fax, radio, television, computer, modems linkage TV or computers, interactive videodiscs etc. both side of teaching or learning process. In Distance teaching learning process the student and teacher are separated geographically, so face-to-face communication is accomplished by one or more technological media. , distance education is "inexorably linked to the technology" (Garrison, 1987), "dialectical relationship between teacher and student". The Garrison and Shale definition of distance education (1987a, p. 10-11) offers a minimum set of criteria and allows more flexibility, they suggested that:

- Distance education implies that the majority of educational communication between teacher and student occurs non-contiguously.
- Distance education involves two-way communication between teacher and student for the purpose of facilitating and supporting the educational process. "the process of extending learning, or delivering instructional resource-sharing opportunities, to locations away from a classroom, building or site, to another classroom, building or site by using video, audio, computer, multimedia communications, or some combination of these with other traditional delivery methods." <http://144.162.197.250/definition.htm>, visited on 18.10.2009
- Distance education uses technology to mediate the necessary two-way communication. "The acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance". <http://home.anadolu.edu.tr/~udemiray%20&defin.htm> Visited on 06-06-2009.

The key distinction points of distance education are the following:

- The separation of teacher and learner during at least a majority of each instructional process course content.
- Separation of teachers and learner in space and/ or time.
- The use of educational media to unite teacher and learner.
- The use of educational media to unite teacher and learner, tutor, or educational agency and learner.
- Vocational control of learning by students rather than distance instructor. (Keegan, 1986).

Distance education systems operate very effectively for the following reasons:

- Adult learners with an appreciable degree of basic/primary/secondary education.
 - Medium of instruction is mostly though the mother tongue of the learner
 - Technology and communication facilities.
 - Availability and accessibility of well-equipped, advanced institutions with clear vision and mission statements.
 - Adequate resource mobilization.
 - Thoughtful and committed academic leadership.
 - Flexible and need based curriculum.
 - Committed and/or trained qualified staff.
 - Thorough planning and implementation of educational programmes.
 - Adequate and efficient student support services.
 - Continuous and systematic monitoring, review and evaluation.
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- Political will (which is crucial) to back up the projects and institutions.
http://www.eden-online.org/papers/rw/holmberg_article_for_web.pdf
03-08-2009

TEACHING SYSTEM OF AIOU

The Allama Iqbal Open University, being a distance education institution, relies heavily on all varieties of available media to reach its students in an effective manner.

The main components of its multi-media package are the following:

- Correspondence materials, including self-learning study package and supplementary study material ,(readers, textbooks and study guides)
- Radio and television: broadcasting generally related to the study material of the package.
- Online Teaching, Various regions have already been linked for online education, and online classes through teleconferencing have been started for computer science program.
- Satellite and transmission, AIOU is putting on air its educational media material on PTV-2, which is beaming out its transmission through satellite to more than 45 countries.
- Non-Broadcast media including slides, audio cassettes, fillip charts, and leaflets (generally for basic functional and literacy level courses) and also audio/video cassettes as integral part of learning material.
- Tutorial instructions through conduct sessions and academic guidance facilities at study centers (mostly in the afternoon).
- Face-to-face teaching has recently been started for those courses which require intensively practical/lab work or skill development.
- Group training workshop for the graduate and post-graduate programs, generally for B.Ed, M.Ed, BBA and MBA.
- Course assignments as instrument of instruction; continue assessment and general academic guidance of students. They are evaluated by the tutors.
- Final examination held for each course, at the end of the semester. (profile AIOU 2008)

MAIN FEATURES OF DISTANCE LEARNING SYSTEM OF AIOU

Following are the important features of AIOU distance-learning system:

- The university is offering courses from literacy to PhD.
- AIOU has the facility available for learners to enroll for the courses of his own choice at particular level.
- More than 75 percent of its students are employed peoples. It provides opportunities to employed people to take courses relevant to their jobs and thus improve their skills.
- More than 50 percent of the enrolment of females.
- It is providing educational opportunities to females, who cannot leave their homes.
- Many of its courses are for female only.
- It is providing educational access to education not only to Urban, but also rural population.
- There is no age limit or compulsion to regularly attend the classes.
- A student can select course according to the time available to him.
- A student can continue at his own pace from semester to semester.(AIOU profile 1999)

NECESSARY MANAGERIAL SKILLS FOR SECONDARY SCHOOL HEADS

The job of school head is multi-dimensional forecasting the tasks at various levels of management. In schools the tasks of heads are the, planning, Strategic planning, Budgeting, resolving conflict disciplining rewarding improving productivity, managing time, managing change, managing ethics and, leading. The Principal's job is varied and a complex in nature, Principal needs certain skills to perform his duties and activities associated with being a school head. The head needs skills that are technical, human and conceptual skills. Technical skills include knowledge of and proficiency in a certain specialized field, such as, computers, financial and managerial accounting, or manufacturing. Human skills involve the ability to work well with other people both individually and in a group. Because heads are dealt directly with people. Heads with good human skills are able to get the best out of their people. They should know how to communicate, motivate, lead, and inspire enthusiasm and trust. This is equally important at all levels of management. The conceptual skills are those heads must have to think and conceptualize about abstract and complex situations. Using these skills heads must be able to see the organization as a whole, understand the relationship among various subunits, and visualize how the organization fits into its broader environment. Whetten and Cameron (2008) provided an empirical derivation of effective leadership skills. They are:

- verbal communication (including listening),
- managing time and stress,
- managing individual decisions,
- recognizing, defining, and solving problems,
- motivating and influencing others,
- delegating,
- setting goals and articulating a vision,
- self awareness,
- team building,
- managing conflict

<http://www.orkut.co.in/Main#Community.aspx?cmm=58013930>

The Heads/Principals in secondary schools has to performs of different types of managerial tasks for the effective principal-ship and they need the following types of skills, that is encompass conceptual, communication, effectiveness, and interpersonal aspects. These are briefly described below:

Technical Skills These skills involve process or technique knowledge and proficiency in a certain specialized field, such as engineering, computers, accounting, or manufacturing. These skills are more important at lower levels of management since these heads are dealing with employees doing the organization's work. The technical skill involves the head's understanding of the nature of job that people under him have to perform. It refers to a person's knowledge and proficiency in any type of process or technique. Whereas this type of skill and competence seems to be more important at the lower levels of management, its relative importance as a part of the managerial role diminishes as the heads moves to higher positions.

http://www.amanet.org/research/pdfs/mang_skl_comp.pdf visited on 22.10.2009

Human Skills

These are the skills involve the heads abilities to interact effectively with people, in which heads interact and cooperate with employees. Because heads are dealt with directly with people. Heads are with good human skills reliable to get best out of their people. They know how to communicate, motivate, lead, and inspire enthusiasm and trust. These skills are equally important at all levels of management. Human skills are also the ability to interact effectively with people at all levels. This skill enhances the ability of heads of institutes.

- To recognize the feelings and sentiments of others
- To judge the possible reactions to, and outcomes of various courses of action he may undertake and
- To examine his own concepts and values this may enable him to develop more useful attitudes, about, himself.

http://www.amanet.org/research/pdfs/mang_skl_comp.pdf. Visited on 22.10.2009

Conceptual Skills

Conceptual skills involve in the formulation of ideas, conceptualization about abstract and complex situations. Heads understand abstract relationships, develop ideas and solve problems creatively. Using these skills, heads must be able to see the organization as a whole. They have to understand the relationships among various sub-units, and visualize how organization fits into its border environment. These skills are most important at the top management levels. Conceptual skills refer to the ability of a heads to take a broad and farsighted view of the organization and its future, his ability to think in abstract, his ability to analyze the forces working in a situation, his creative and innovative ability and his ability to assess the environment and the changes taking place in it. In short, it is his ability to conceptualize the environment, the organization, and his own job, so that he can set, appropriate goals for his organization, for himself and for his team. This skill seems to increase in importance as a head move up to higher positions of responsibility in the organization.

http://www.amanet.org/research/pdfs/mang_skl_comp.pdf.22.10.2009

DUTIES OF SECONATY SCHOOL HEADS IN PAKISTAN

The above mentioned managerial skills are necessary for the heads of secondary school to perform their duties. In Pakistan, heads of the secondary schools are appointed by two modes, (1) by direct appointments, (2) by promotion.

The basic eligibility to become heads of a school is BA/ B.Ed for promotees and for direct recruitment, MA/ M.Ed. The M.Ed/B.Ed is professional degrees for secondary school teachers during teaching learning process and administrative matters, in which the management is taught to them. It is realized that while in this field, Heads of these institutions face unanticipated problems.

Heads of departments either promoted or directly recruited are not adequately trained for administrative jobs. Therefore, there was a dire need to investigate the problems of the heads of the schools relevant to their specific duties. The theoretical discussion about the head's roles and responsibilities is reported as:

- To maintain high academic standards and quality of education and discipline in their institutions.
- To grant admissions strictly on the basis of merit as per laid down procedure.
- To ensure timely conduct of internal examinations.
- To implement management policies issued by the Regional officers from time to time.
- To arrange sports/co-curricular activities.
- To act as drawing and disbursing officer of the institution and ensure judicious utilization of public/ non-public funds as per government rules/ procedures.
- To ensure safety of government property. (SOP.1988, p.13)

The present study is focus to analyze the managerial skills competencies of secondary heads. The population of this study is the heads of secondary schools that got their professional degree M.Ed from Allama Iqbal Open University Islamabad. This study discussed only the M.Ed (Teacher Education) program of AIOU.

TEACHER TRAINING PROGRAMS OF ALLAMA IQBAL OPEN UNIVERSITY

Undergraduate and graduate level Programs

- Primary Teaching Certificate(PTC)
- Certificate of Teaching (CT)
- Bachelor of Education (B.Ed General)
- Bachelor of Education (B.Ed Arabic)
- Arabic Teacher Training Course (ATTC)
- Diploma in Education (10+3 model)
- Diploma in Education Planning and Management (EPM)

MA /M.Ed Programs (Post Graduate Program)

- Teacher Education (Secondary)
- Distance and Non-Formal and Continuing Education
- Special Education
- Science Education
- Education Planning and Management(EPM)

M.Phil Programs

- Teacher Education
- Distance and Non-Formal and Continuing Education
- Special Education
- Science Education
- Education Planning and Management(EPM)

MS/M.Phil Leading to PhD

- Teacher Education
- Distance and Non-Formal and Continuing Education
- Special Education
- Science Education
- Education Planning and Management(EPM)

PhD Program Based on M.Phil Degree

- Teacher Education
- Distance and Non-Formal and Continuing Education
- Special Education
- Science Education
- Education Planning and Management(EPM) (AIOU 2008)

SCHEME OF STUDY OF M.Ed PROGRAMME OF ALLAMA IQBAL OPEN UNIVERSITY SCHEME OF STUDY OF M.Ed.

To earn M.Ed degree with specialization of Distance and Non-Formal Education (DNFE), a student has to complete six full credits in three semesters with time duration of eighteen months. Courses in all three semesters of this programme are as given.

Semester-1 (2 Full Credits)

No	Name of course	Code	Credit
1	Foundations of Education	831	Half
2	Educational Psychology	840	Half
3	Curriculum development and instructions	838	Half
4	Educational Measurement and Evaluation	839	Half

Semester-2 (2 Full Credits)

No	Name of course	Code	Credit
1	The System of Distance and Non-Formal Education	851	Half
2	Broadcast Media in DNFE	852	Half
3	Non-Broadcast Media in DNFE	853	Half
4	Developing Material for DNFE	854	Half

Semester-3 (2 Full Credits Courses) or Thesis

No	Name of course	Code	Credit
1	Educational Technology	834	Half
2	Foundations of Adult Education	835	Half
3	Teaching Strategies	846	Half
4	Computer in Education	855	Half

(Prospectus of M.Ed, AIOU, 2008)

In the AIOU distance learning systems, the courses are taught through self-instructional materials, media component, tutorial meetings and workshop. The study materials include study guide, allied materials and media support. Tutorials provide useful guidance in the form of lectures, discussions, question-answers sessions and general clarification of any course-related issues.

EVALUATION PROCEDURE

The students are supposed to submit two assignments for each half-credit and four for a full credit course. The tutors evaluate these assignments. Students need 40% marks to pass the assignments.

At the end of each semester the University for each Course will hold final examination. Passing percentage for final examination is 40%. However, to qualify the course a student must obtain an aggregate of 40%. The ratio of weight age of marks of assignments and final examination is 30:70. (Prospectus of M.Ed, AIOU, 2008)

OBJECTIVES OF THE STUDY

The present study designed to achieve the following objectives:

- To describe the M.Ed programme of AIOU.
- To identify the managerial skills competencies of secondary school heads trained through Allama Iqbal Open University.
- To find-out the managerial problems faced by the secondary school heads trained through Allama Iqbal Open University.
- To suggest some further suggestion to improve the managerial skills competencies of working heads trained through distance mode of Allama Iqbal Open University.

Design of the Study

The study was descriptive and survey method complete research.

Population and Sample

Population of the study consisted of all the secondary level teachers and heads of Federal Government Educational Institutions (FGEI) functioning under the GHQ Rawalpindi. Three hundred teachers and one hundred heads were selected as sample of study.

Delimitations of the Study

The study was delimited to:

- Secondary School Level.
- This Study Was Delimited To Federal Government Educational Institutions (FGEI) Of Rawalpindi Region And Wah Regions.

Development of Tool

The researcher made a detail about the different aspects of managerial skills i.e. (conceptual skills, communication skills, effectiveness skills, interpersonal skills) of secondary school heads, which completed their professional qualifications M.Ed from Allama Iqbal Open University Islamabad. Keeping in the view the objectives of the study along with various aspects of the topics, questionnaires one for each secondary school teachers and heads of the FGEI was developed on the following five points likert scale:

1.	SA	=	Strongly Agree	5 Points
2.	A	=	Agree	4 Points
3.	UNC	=	Uncertain	3 Points
4.	DA	=	Disagree	2 Points
5.	SDA	=	Strongly Disagree	1 Point

Statistical Analysis

To analyzing the data, mean score and chi-square for the purpose of description, analysis and findings. On the basis of the main findings, the conclusions were drawn and recommendations were made.

- Overall mean score of each table was also calculated.
- The t-value and p-value was also calculated.

Table: 1
The mean difference between mean scores of heads and teachers on Conceptual Skills

Statements	Respondents	Mean	SD	Std. Error	t-value	p-value
Heads have the contributing skill corporate departmental objectives.	Teachers, N=300	4.100	1.221	0.071	1.367	0.174
	Heads, N=100	4.260	0.736	0.073		
Heads have the efficiency focused skills.	Teachers, N=300	3.690	1.288	0.075	2.996	0.002
	Heads, N=100	4.120	0.906	0.092		
Heads have the multitasking skill in working at multiple tasks in parallel.	Teacher, N=300	3.490	1.360	0.079	3.420	0.001
	Heads, N= 100	3.990	1.016	0.102		
Heads have the effective negotiation skills.	Teachers N=300	3.370	1.326	0.077	5.460	0.000
	Heads, N=100	4.120	0.791	0.080		
Heads have the skills of reviewing operations and implementing improvements.	Teachers,N=300	3.130	1.430	0.082	7.240	0.000
	Heads, N= 100	4.210	0.801	0.080		
Heads have the skills of setting and maintaining standard internally	Teachers,N=300	3.460	1.321	0.077	5.052	0.000
	Heads, N=100	4.170	0.874	0.088		
Heads have the skills of setting and maintaining standard externally.	Teachers,N=300	4.190	0.849	0.050	-0.891	0.373
	Heads, N=100	4.090	1.069	0.108		
Heads have the skills of setting priorities for attention and activity	Teachers,N=300	2.900	1.472	0.086	8.621	0.000
	Heads, N=100	4.220	0.730	0.074		
Heads have the effective time management skills.	Teachers,N=300	2.600	1.392	0.082	11.554	0.000
	Heads=100	4.290	0.699	0.072		

Table: 1 indicates that the mean score of the teachers is significantly better than heads in, that heads have the skills of setting and maintaining standard internally, heads have the skills of setting and maintaining standard externally, heads have the skills of setting priorities for attention and activity and heads have the effective time management skills.

The mean score of heads is significantly better than the teachers in, which they have the contributing skills to corporate departmental objectives, they have the efficiency focused skills, they have the multitasking skills in working at multiple tasks in parallel, and they have the skills of reviewing operations and implementing improvements.

So it can be concluded that teachers' mean score is significantly better than heads on effective skills.

Table: 2
The mean difference between mean scores
of heads and teachers on
Communication Skills

Statements	Respondents	Mean	SD	Std. Error	t-value	p-value
Heads have the skill of understanding the organizational model	Teachers=300	4.440	0.838	0.048	-0.939	0.335
	Heads, N=100	4.250	0.087	0.087		
Heads have ability to transform ideas into words and actions	Teachers=300	4.070	0.990	0.056	1.014	0.310
	Heads=100	4.150	0.757	0.077		
Heads have the credibility among colleagues, peers, subordinates.	Teachers=300	4.190	0.817	0.049	2.203	0.019
	Heads=100	4.410	0.668	0.068		
Heads have the skill of listening and asking the questions.	Teachers,N=300	2.230	1.181	0.069	-1.771	0.078
	Heads,N=100	2.090	1.090	0.103		
Heads have the skill of presentations of skills in spoken format.	Teachers,N=300	4.320	0.787	0.046	0.949	0.345
	Heads,N=100	4.320	0.787	0.046		
Heads have the skill of presentations of skills in written or graphic format.	Teachers,N=300	4.340	0.840	0.049	-0.939	0.350
	Heads,N=100	4.250	0.807	0.082		

Table: 2 indicates that the mean score of the teachers is significantly better than heads in, heads have the skills of understanding the organizational model, heads have the skills of listening and asking the questions, the heads have the presentations skills in written or graphic format.

The mean score of the heads is significantly better than teachers in, that they have ability to transform ideas into words and actions, and they have the credibility among colleagues, peers, and subordinates.

There is no difference in mean score of the teachers that the heads have the presentations of skills in spoken format. So it can be concluded that teachers' mean score is significantly better than heads on communication I skills.

Table: 3
The mean difference between mean scores of
heads and teachers on Effectiveness Skills

Statements	Respondents	Mean	SD	Std. Error	t-value	p-value
	Teachers,N=300	4.030	0.903	0.903		
Heads have the guidance and counseling skills.	Heads, N=100	4.400	0.622	0.061		
Heads have ability to resolve the institutional problems.	Teachers,N=300	4.240	0.872	0.051		
	Heads,N=100	3.440	0.741	0.740	0.893	0.370
	Teachers,N=300	4.210	0.843	0.048		
					1.221	0.223
Heads have the skill preparing the budget.	Heads,N=100	4.320	0.666	0.066		
	Teachers,N=300	3.820	1.181	0.067		
					20.841	0.000
Heads have the skill maintaining accounts.	Heads,N=100	2.020	0.948	0.054		
	Teachers,N=300	4.260	0.688	0.068		
Heads have the skill evaluating the program.	Heads,N=100	2.021	0.983	0.560	21.854	0.000
	Teachers,N=300	3.610	1.332	0.076		
Heads know the audit and purchase rules.	Heads, N=100	4.180	1.133	0.112	3.687	0.000
Heads have the identification of opportunities for innovation.	Teachers,N=300	4.430	0.767	0.680		
	Heads,N=100	4.320	0.946	0.041	1.222	0.000
Heads recognize the problem area and implementing solutions.	Teachers,N=300	4.270	0.677	0.055		
	Heads,N=100	2.310	0.977	0.111	18.849	0.000
Heads know the selection of critical information from masses data.	Teachers,N=300	4.310	0.846	0.087		
	Heads, N=100	4.180	0.841	0.085	2.844	0.005
Heads have the understanding of institutional uses of technology.	Teachers,N=300	3.600	1.333	0.077		
	Heads, N=100	4.180	1.134	0.122	3.688	0.000

Table: 3 indicates that mean score of the teachers is significantly better than heads in, that heads have the guidance and counseling skills, they also have the skills, of evaluating the progress, skills of identification of opportunities for innovation, skills of recognize the problem area and implementing solutions, heads know the selection of critical information from masses data, and heads have the skills of understanding the institutional uses of technology.

The scores of the heads is significantly better than teachers in, they the have ability to resolve the institutional problems, they have the skills of preparing the budget, they have the skills of maintaining accounting, and they also know the audit and purchase rules. It is concluded that there is not much difference in mean score of teachers and heads on conceptual skills. So it can be concluded that teachers' mean score is significantly better than heads on conceptual skills. (Table: 3).

Table: 4
The mean difference between mean scores of heads and teachers on Interpersonal Skills

Statement	Respondent	Mean	SD	Std. Error	t-value	p-value
Heads have the coaching and monitoring skill:	Teachers, N=300	4.120	1.036	0.061	0.876	0.387
	Heads, N= 100	4.220	0.657	0.667		
Heads have the diverse skills in working with diverse people and culture	Teachers, N=300	4.020	0.937	0.055	0.099	0.327
	Heads, N=100	4.130	0.947	0.096		
Heads have the skill of networking within the organization	Teachers, N=300	3.920	1.068	0.063	2.498	0.014
	Heads, N=100	4.220	0.792	0.078		
Heads have the skill of networking outside the organization.	Teachers, N=300	4.120	1.045	0.060	2.340	0.020
	Heads=100	4.380	0.581	0.059		
Heads have the skill of working in teams with cooperation and commitment	Teachers, N=300	4.270	0.784	0.046	0.036	0.937
	Heads, N= 100	4.270	0.918	0.092		

Table: 4 indicates that the mean score of heads is significantly better than the teachers in, they have the coaching and monitoring skills, have the diversity skills in working with diverse people and culture, have the skills of networking within the organization, have the skills of networking outside the organization, and they have the skills of working in teams with cooperation and commitment. The overall the mean score of heads is better than the score of teachers in the interpersonal skills.

DISCUSSION

- Mean score of the teachers is significantly better than heads in that heads have the guidance and counseling skills, they also have the skills, of evaluating the progress, skills of identification of opportunities for innovation, skills of recognize the problem area and implementing solutions. The scores of the heads is significantly better than teachers in, they the have ability to resolve the institutional problems, they have the skills of preparing the budget, they have the skills of maintaining accounting, and they also know the audit and purchase rules, but that difference is no significant in, heads know the selection of critical information from masses data. (Table: 1)

- Mean score of the teachers is significantly better than heads in that heads have the skills of understanding the organizational model, heads have the skills of listening and asking the questions, the heads have the presentations skills in written or graphic format. The mean score of the heads is significantly better than teachers in, that they have ability to transform ideas into words and actions and they have the credibility among colleagues, peers, and subordinates. There is no difference in mean score of the teachers is significantly better than heads in that the heads have the presentations of skills in spoken format, but there is no significant difference in that heads have the presentations of skills in spoken format. (Table: 2)
- The mean score of the teachers is significantly better than heads in, that heads have the skills of setting and maintaining standard internally, heads have the skills of setting and maintaining standard externally and The mean score of the heads is significantly better than teachers in, that they have ability to transform ideas into words and actions, and they have the credibility among colleagues, peers, and subordinates. There is no difference in mean score of the teachers that the heads have the presentations of skills in spoken The mean score of heads is significantly better than the teachers in, they have the coaching and monitoring skills, have the diversity skills in working with diverse people and culture, have the skills of networking within the organization, have the skills of networking outside the organization, and they have the skills of working in teams with cooperation and commitment.(Table:4).

CONCLUSIONS

On the basis of the findings following conclusions were made:

- The respondent teachers were of opinions that heads have the guidance and counseling skills, they also have the skills, of evaluating the progress, skills of identification of opportunities for innovation, skills of recognize the problem area and implementing solutions. The respondents were of view that heads have the skills of understanding the organizational model, heads have the skills of listening and asking the questions, the heads have the presentations skills in written or graphic format. The respondents also were of the opinion that heads have the skills of setting and maintaining standard internally, heads have the skills of setting and maintaining standard externally and externally.
- The respondent heads of opined that they the have ability to resolve the institutional problems, they have the skills of preparing the budget, they have the skills of maintaining accounting, and they also know the audit and purchase rules, they have the credibility among colleagues, peers, and subordinates. The respondent were also have the view that they have ability to resolve the institutional problems, they have the skills of preparing the budget, they have the skills of maintaining accounting, and they also knew the audit and purchase rules. The respondent also said that the they have the coaching and monitoring skills, have the diversity skills in working with diverse people and culture, have the skills of networking within the organization, have the skills of networking outside the organization, and they have the skills of working in teams with cooperation and commitment.

RECOMMENDATIONS

In the light of the analyzed data and on the basis of findings, following recommendations are made:

1. The present study was delimited to the Federal Governmental Educational Institutions to analyze the managerial skills competencies of working heads of secondary schools. One logical avenue for future is to replicate this study on the whole the country to generalize the results.
2. For better performance of heads, an induction course covering all the managerial skills relevant to the job principal-sip should be arranged after each term.
3. The scheme of study of M.Ed of Allama Iqbal Open University program be revised as per need of administrator and it should focus be on management and administration not on class room teaching.
4. The present scheme of study of M.Ed program focus on teaching methodology, one semester of should be increase by adding management courses and skills training.

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