

**Impact of Management Style by the Principals on the School
Environment: A Survey Study**

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Abstract

Management in education cannot be exaggerated as without good management of available resources, the objective of a standard education cannot be achieved. Effective management is very important to accomplish the national educational objectives. The purpose of this research work was to investigate the effects of the democratic managerial style of principals regarding the school environment. Beside the multiple parameters of measuring the effects of the democratic managerial style on the school environment, the study focused only the conducive environment in democratic management style for teachers. Population of the study constituted all secondary school teachers (male and female) of district level. In this regard, only one district i.e., district Narowal was taken to choose the respondents of the study. The secondary school teachers i.e., total 200(100 male and 100 female) were selected as sample of the study, using stratified sampling technique from boys and girls schools respectively. A self-made questionnaire, consisting ten items, was utilized as an exploration instrument for the accumulation of the data from the secondary school teachers. Reliability was also checked before applying the questionnaire to the teachers. SPSS (software package for statistical analysis) was used to

interpret the results collected after the circulation of questionnaires. After gathering of the information, it was arranged and investigated by utilizing Chi Square and checked noteworthiness of the announcement at alpha worth 0.05 level of significance. It was concluded that democratic managerial style of head teachers increases the motivational level of teachers that has positive effect on the teaching learning process.

KEY WORDS: Democratic, Managerial, Conducive, Environment, Style, Motivational

INTRODUCTION

Managerial styles are very importantly being studied in the current situation as effective and suitable management increases the attainment of the objectives. Mostly, democratic managerial style is being taken positively by the head teachers in educational situations. According to real time information of Punjab School Department, (2014) District Narowal has 171 secondary schools (70 girls and 72 boys) and has total 2513 teachers and 80779 enrolments. According to Ghaffar, (2008) conflict management styles are vital keeping in mind the end goal to use them for taking care of clashes in the schools and make the environment peaceful for the optimum achievement of the educational targets. Prominent clash handling of styles includes; competing, avoiding, collaborating, compromising and accommodating. These are all characteristics of the democratic ways of handling the situations in the educational institutions.

STATEMENT OF THE PROBLEM

The objective of the research was to examine that how democratic managerial style of Principals effects the school environment in District Narowal.

OBJECTIVE

Objective of the study was:-

- To explain the effect of democratic managerial style of head teachers on the school environment at secondary level in District Narowal.

LITERATURE REVIEW

According to Fritz and Miller, 2003 the Instructional leaders have a variety of educational roles like peer coaches, principals, master teachers, principals, superintendents, and university teacher educators. All of these venues are aimed to supervise individuals and assist them. It has been often seen that the instructional leaders normally implement the indistinguishable managerial approach for all teachers whereas some approaches are more or less appropriate to a particular situation. It is a great challenge for instructional leaders to explore a variety of approaches to aide in the development of all types of teachers (Fritz, C. and Miller, G., 2003).

According to Shelly Habegger (2009) Positive school culture is the heart of improvment and growth for any educational institute. prinicipal is role model in the school vicinity as Payne (2003) declared that for students, their primary motivation for success would be in their relationships with the principals. According to Karns (2005) learning only takes place where teachers have positive relationships with students and with one another. These relationships are also useful to make connections and to make materials tangible to their backgrounds and prior knowledge, thus making instruction more responsive to the students. Research tells us that principals are the linchpins in the enormously complex workings, both physical and human, of a school.

According to Lee Sherman (The New Principal: NW Education, Spring 2000) ,There are different roles of a principals like psychologist, teacher, facilities manager, philosopher, police officer, diplomat, social worker, mentor, PR director, coach, cheerleader. The principal ship is both humble and haughty at times. In one morning, the principal might deal with a broken window, a bruised knee and a bruised ego. A rusty pipe and a rusty teacher also.

According to McGuire (2005), the management style is a managerial jargon often used to describe the how of management and it is a function of behavior associated with personality. McGuire (2005) also explored rudimentary management styles of different managers in the pharmaceutical industry and came up with charismatic, persuasive, consultative, transactional, transformational and delegating styles. Worrall (2004) performed a survey in United Kingdom

and he found that most of the managers were bureaucratic and restrictive in their management styles which were not favorable to development of high performance cultures for creativity and innovation to flourish in most organizations. According to Luthans (2008), employees perceive the behavior and actions of managers as actions of the organization itself. He further states that due this perception, employees develop positive or negative attitude towards the organization based on the actions of the managers. Pathack (2005) also encourages that management styles affect the effectiveness and performance of organizations.

RESEARCH METHODOLOGY

Following was the methodology of the study which was conducted in District Narowal.

POPULATION

Population of the research consisted of all the secondary school teachers (male and female) in District Narowal.

LIMITATION OF THE RESEARCH

The research was limited to only the two Tehsils viz Narowal and Zafarwal of district Narowal due to paucity of resources and level of the study.

SAMPLE

The secondary school teachers total 200 (100 male and 100 female) were selected as sample of the study, using stratified sampling technique from boys and girls schools.

RESEARCH INSTRUMENT

A questionnaire, consisting of ten items, was used as study mechanism for the assortment of the information from the secondary school teachers.

VALIDITY OF RESEARCH INSTRUMENT

The survey containing questionnaire was thoroughly discussed with professionals for validation. Their recommendations and proficient opinions were incorporated and some changes and improvements were made in the questionnaire.

RELIABILITY OF RESEARCH INSTRUMENT

Reliability of the research instrument was 0.95 which was computed using software SPSS where data was applied on 20 teachers (10 Male & 10 Females) other than actual sample of the study.

RESULTS AND DISCUSSIONS

Responses from the secondary school teachers both male and female were collected through administration of questionnaire. The collected data was analyzed using SPSS Dimensions which as under;

TABLE 1. The principle is friendly towards the teachers.

Gender of the Teachers	SA	A	UN	DA	SDA	TOTAL	X²
Male Secondary School Teachers	12	32	11	30	15	100	22.3
Female Secondary School Teachers	19	10	20	21	30	100	
Total	31	42	31	51	45	200	

*Significant degree of freedom = 4 χ^2_{Critical} at (0.05) Significant level = (9.49)

Table 1: - displays that value of χ^2_{stat} (22.3) is greater than the table value (9.49) and is found significant at 0.05 levels. Hence, the statement " the principle is friendly towards the teachers" cannot be rejected.

TABLE 2. Principle is easily approachable for the teachers.

Gender of the Teachers	SA	A	UN	DA	SDA	TOTAL	X ²
Male Secondary School Teachers	33	22	5	35	5	100	13.6
Female Secondary School Teachers	36	27	8	15	14	100	
Total	69	49	13	50	19	200	

*Significant degree of freedom = 4 χ^2_{Critical} at (0.05) Significant level = 9.49

Table 2: - shows that value of χ^2_{stat} (13.6) is greater than the table value (9.49) and is found significant at 0.05 levels. Hence, the statement " principle is easily approachable for the teachers" cannot be rejected.

TABLE 3.The principle takes suggestions from the teachers.

Gender of the Teachers	SA	A	UN	DA	SDA	TOTAL	X ²
Male Secondary School Teachers	9	22	5	40	24	100	1.4
Female Secondary School Teachers	11	19	7	35	28	100	
Total	20	41	12	75	52	200	

Non-Significant degree of freedom = (4) χ^2_{Critical} at (0.05) Significant level = 9.49

Table 3: - show that value of χ^2_{stat} (1.4) is not greater than the table value (9.49) and is found non-significant at 0.05 levels. Hence, the statement " the principle takes suggestions from the teachers." can be rejected.

TABLE 4.The head teacher makes the suggestions in action.

Gender of the Teachers	SA	A	UN	DA	SDA	TOTAL	χ^2
Male Secondary School Teachers	13	18	12	33	24	100	3.1
Female Secondary School Teachers	11	24	6	35	24	100	
Total	24	42	18	68	48	200	

*Non-Significant degree of freedom = (4) χ^2_{Critical} at 0.05 Significant level = 9.49

Table 4: - displays that value of χ^2_{stat} (3.1) is not greater than the table value (9.49) and is found non- significant at 0.05 levels. Hence, the statement " the Principals makes the suggestions in action" cannot be rejected.

TABLE 5.Principal listen teachers receptively.

Gender of the Teachers	SA	A	UN	DA	SDA	TOTAL	χ^2
Male Secondary School Teachers	16	31	9	17	27	100	11.2
Female Secondary School Teachers	9	24	13	35	19	100	
Total	25	55	22	52	46	200	

*Significant degree of freedom = 4 χ^2_{Critical} at 0.05 Significant level = 9.49

Table 5: - indicates that value of χ^2_{stat} (11.2) is greater than the table value (9.49) and is found significant at 0.05 levels. Hence, the statement "Principal listen teachers receptively." cannot be rejected.

TABLE 6.Teaching problems faced by teachers are removed by the Principals.

Gender of the Teachers	SA	A	UN	DA	SDA	TOTAL	χ^2
Male Secondary School Teachers	12	31	11	19	27	100	9.6
Female Secondary School Teachers	7	24	13	37	19	100	
Total	19	55	24	56	46	200	

*Significant $df = (4)$ χ^2_{Critical} at (0.05) Significant level = 9.49

Table 6: - shows that value of χ^2_{stat} (9.6) is greater than the table value (9.49) and is found significant at 0.05 levels. Hence, the statement "teaching problems faced by teachers are removed by the head teacher." cannot be rejected.

TABLE 7.Teachers show friendly attitude towards each other.

Gender of the teachers	SA	A	UN	DA	SDA	TOTAL	χ^2
Male Secondary School Teachers	12	45	5	11	27	100	13.2
Female Secondary School Teachers	16	36	6	28	14	100	

Total	28	81	11	39	41	200	
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*Significant df = 4 χ^2_{Critical} at 0.05 Significant level = 9.49

Table 7: - shows that value of χ^2_{stat} (13.2) is greater than the table value (9.49) and is found significant at 0.05 levels. Hence, the statement " teachers show friendly attitude towards each other." cannot be rejected.

TABLE 8 The morale of the teachers is high.

Gender of the teachers	SA	A	UN	DA	SDA	TOTAL	X ²
Male Secondary School Teachers	17	39	3	13	28	100	14.6
Female Secondary School Teachers	20	37	2	30	11	100	
Total	37	76	5	43	39	200	

*Significant df = 4 χ^2_{Critical} at 0.05 Significant level = 9.49

Table 8: - shows that value of χ^2_{stat} (14.6) is greater than the table value (9.49) and is found significant at 0.05 levels. Hence, the statement " the morale of the teachers is high" cannot be rejected.

TABLE 9.The teaching learning environment is serious.

Gender of the teachers	SA	A	UN	DA	SDA	TOTAL	X ²
Male Secondary School Teachers	12	24	12	24	28	100	

Female Secondary School Teachers	14	32	6	36	12	100	12.1
Total	26	56	18	60	40	200	

*Significant $df = 4$ χ^2_{Critical} at 0.05 Significant level = 9.49

Table 9: - shows that value of χ^2_{stat} (12.1) is greater than the table value (9.49) and is found significant at 0.05 levels. Hence, the statement " the teaching learning environment is serious." cannot be rejected.

TABLE 10. Principals is willing to make changes.

Gender of the teachers	SA	A	UN	DA	SDA	TOTAL	X^2
Male Secondary School Teachers	8	26	12	24	30	100	13.6
Female Secondary School Teachers	11	30	9	39	11	100	
Total	19	56	21	63	41	200	

*Significant $df = 4$ χ^2_{Critical} at 0.05 Significant level = 9.49

Table 10: - shows that value of χ^2_{stat} (13.6) is greater than the table value (9.49) and is found significant at 0.05 levels. Hence, the statement "Principals is willing to make changes." cannot be rejected.

CONCLUSIONS

Following conclusions were drawn after detailed analysis of the study and the data interpreted above.

1. Principals were easily accessible and friendly towards the teachers that showed good rapport between the educational supervisors and academic staff at secondary level at district Narowal, Punjab Pakistan.
2. From the findings of the table 3 and table 4, it was concluded that Principals were autocratic in the acceptance of the suggestions given by the teachers. And if suggestions were accepted then they were not made operational.
3. From the findings of the table 5 and 6, it was concluded that Principals were hardly receptive towards teachers' point of view and their problems regarding teaching learning process.
4. It was also concluded from the above findings that head teachers were friendly and they were serious about the teaching learning process. However, calculated values of the tables 8,9 and 10 that were near the table value, which showed that head teachers need improvement in that regard.

RECOMMENDATIONS

Above results lead to the under mentioned recommendations;

1. Principals should be trained through workshops and courses regarding the significance and applicability of the democratic style of the management in the educational situations.
2. Policy makers, curriculum developers (for educational supervisors) need to take consideration of the same aspect. Importance of the democratic values in our contemporary society cannot be over emphasised.
3. Teachers can also be given training during their in service and preservice training to create friendly environment among themselves that ultimately would enhancement the attainment of societal and national objectives.

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