

IMPACT OF MANAGERIAL SKILLS LEARNT THROUGH MA EDUCATIONAL PLANNING MANAGEMENT PROGRAMME OF AIU ON THE PERFORMANCE OF INSTITUTIONAL HEADS

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ABSTRACT

Management provides formal coordination in an organization for achieving pre-determined goals. The educational manager particularly performs his duties by using different planning and management techniques. These techniques are equally important for the manager of other sectors. The present study was focused on the impact of managerial skills learnt through MA EPM programme on the performance of the heads. Following were the objectives of the study .to assess the contribution of the programme towards the learning of the heads of educational institutions.

- To identify the managerial skills and competencies of Educational Managers and heads trained through EPPSL Department of the Allama Iqbal Open University.
- (ii) To evaluate the effectiveness of the programme and its impact on the skills of the MA EPM graduates.
- (iii) To analyze the performance of EPM graduates working as heads in their respective institutions.
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A questionnaire for graduates was developed for those working as institutional heads in Rawalpindi and Islamabad. There were 58 educational institutional heads who have their master degree in EPM .The data obtained was organized, tabulated, and analyzed by using descriptive statistics means of percentage method in numbers of tables in order to find out the impact of the skills of the MA EPM programme. The finding and conclusions of the data indicated that the impact of the skills on their performance. Majority of the heads were agreed that the programme was beneficial for them. It was recommended on the basis of the conclusions that the selection of the resource person should be on merit; quality of books might be improved; and there should be a separate course for educational budgeting. It was also recommended that this programme should be compulsory for the institutional heads. There might be upgradation of the course.

Keywords: Managerial skill, Graduates, Planning and Management, Planning skills, Institutional Heads Introduction.

INTRODUCTION

Education has rightly been conceived as preparatory element for life. This can adequately be termed as a productive activity and a direct investment in human resources.

A progressive and welfare state would never ignore its indispensable need for socialization of its members. Education is considered to be the chief instrument for this purpose. More over the essence of modern life is change and education must look ahead and prepare the members of the state for an ever-changing, progressive and pragmatic world.

The program of MA EPM at the AIOU is the first of its kinds in the developing countries. This was the first master degree program of the university. The program was started to fulfill the need and requirements of the educational planner and policy maker by those who specially trained from the distance mode of the AIOU.

The AIOU launched this program in 1976, under its former institute of education and offered through the non formal education system. The status of the institution was raised to that of the Faculty of the Education in 1984.

AIOU established of this department of Educational planning and management (EPM) in 1985. The main aim of the establishment of this department was to provide educational skills to the educational manager and leaders to manage the education system from district level to national level. (EPM. Brusher, 1993-1998,).

From 1976 to the years 2008 the name was Educational Planning and Management (EPM). Now and there after its name was changed to Educational Planning, Policy Studies and Leadership (EPPSL). The department is also planning to launch two new program with the name of Master of Art in Policy Studies and Master of Art in Leadership.

The program provides for specialization in Educational Planning and Management and is available to the perspective educational planners and administrator's institutions, organization and department.

The courses offered under this program are useful for all levels of educational personnel. Ministry of education, provincial Education department regional and divisional education officers, university teachers and others related organization/institutions and educational personnel in administrative, supervisory positions, educational advisers, and directors/deputy directors of education, district education officers, SDEO, s/ADEO, S principals of colleges and heads of high schools, faculties of IERS.

The function of the MA EPM program is to train the personnel for the jobs of the educational institution heads. This program is multi –dimensional that forecasts the tasks at various levels of management.

In any educational institution the tasks of heads are planning, strategic planning, budgeting, and resolving conflict, disciplining rewarding improving productivity, managing time, managing change, and leading. The educational managers' jobs are varied and a complex in nature.

The principal needs certain skills to discharge his/her duties and activities associated with being as institutional head. The heads deal with the 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 the people. MA EPM is a program which is unique in its nature, as it is catering for the lack of quality and quantity in educational leadership in Pakistan.

To its credit, it has prepared 1721 highly skilled and competent educational leaders to this day, who, by making full use of the skills acquired during the course, are contributing to the propagation of education in their respective areas. According to (MA EPM prospectus, 2009, p.5)

The master in Educational planning and management program is aimed at producing a cadre of professional for the educational institutions and organization in the country for managerial and administrative jobs by equipping them with the knowledge and skills of educational planning and management. The course of this program is aimed to fulfill the field requirement of the target personnel in the area of educational planning and management.

OBJECTIVE OF THE STUDY

The objectives of the proposed study were:

- To assess the contribution of the program towards the learning of the heads of educational institution. .
- To identify the managerial skills competencies of Educational Managers and Heads trained through EPPSL department AIOU
- To evaluate the effectiveness of the program and its impact on the skills of the M.A EPM graduates

REVIEW OF LITERATURE

AIOU catering for the educational needs of the society. Distance education gives the greater flexibility in the spread of education. The AIOU, being a distance education institution, relies heavily on all varieties of available media to reach its students in effective manner. The main components of its multi media package are the following:

- Correspondence materials including self-earning study package and supplementary study materials (readers, textbooks and study guides).
- The voice of AIOU FM radio has been broadcasting educational programs on the national frequency of 91.6.
- Satellite 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.
- Online teaching: various regions have already been linked for online education and online classes through teleconferencing have been started for computer science program.
- Non-broadcast media includes slides, audio cassettes, flip charts, and leaflets (generally for basic functional and literacy level courses) and also audio/video cassettes is an integral part of learning material.
- Tutorial instruction through contact session and academic guidance facilities at study centers (mostly in the afternoons)
- Face- to –face workshop has been started for those courses, which require intensively practical/lab work or skill development.
- Group training workshop for post graduate programs, generally at M.A/M.SC/ M. Phill and diploma levels.
- Course assignment as an instrument of instruction, continuous assessment and general academic guidance of students. These assignments are evaluated by the respective tutors.
- Final examination is held for each course, end of the semester. (AIOU, brief, 2010)

Old Scheme of Study of the M. A

Educational Planning And Management (EPM) Structure Of The Program

Master degree in EPM consists of 10 full credits courses. Four courses are compulsory for the completion of the degree. Remaining courses are elective student may choose few courses from them. Detail of the compulsory courses with their code, name and credit are given as below:

Core Courses (compulsory)

S. NO	Code	Course title	Credit
1	501	Basic Concepts of Educational Planning	Full credit
2	502	Processes of Educational Planning	F.C
3	503	Plan Implementation and Management	F.C
4	504	Curriculum Planning and Evaluation	F.C

Elective Courses

S. No	Code	Course title	Credit
1	505	Economics and Financing of Education	F.C
2	506	Development Education	F.C
3	507	Educational Research and Statistics	F.C
4	508	Project Implementation Monitoring and Evaluation	F.C
5	584	Population Education	F.C
6	510	Research Thesis	12 credit

Option "A" Collateral Area Courses As Offered By the Department

A student can obtain M.A EPM degree after completing course work equivalent to ten credits. The students may take 8 credits from EPM programme and two credits from others levels courses offered by faculty of education or he/she may take 9 credits from EPM and one credit from other master level programmes of faculty of education.

Option "B" (Research Thesis)

A student can complete the requirement for M.A EPM degree by completing 8 credit course work and EPM 510 research thesis (two full credits) New scheme of study of the M.A educational planning and management (EPMAs far HEC policy at master level all full credit course bifurcated into half credit course. Now for the completion of master degree in education specialization in Educational planning and management comprises of 20 half credit course works (60 credit hours) with the following details: Core courses (compulsory) 24 Credit Hours

No	Name of course	Code	Credit	Credit hours
1	Basic Concepts of Educational planning -1	6557	Half	3
2	Basic Concepts of Educational planning -11	6558	Half	3
3	Process of Educational planning -1	6559	Half	3
4	Process of Educational planning -1	6560	Half	3
5	Plan implementation and management-1	6561	Half	3
6	Plan implementation and management -11	6562	Half	3
7	Curriculum planning and Evaluation-1	6563	Half	3
8	Curriculum planning and Evaluation-11	6564	Half	3

Elective courses (any 36 credit hours from following)

Sr.No.	Name of course	Code	Credit	Credit Hours
1.	Economics and Financing of Education-1	6565	Half	3
2.	Economics and Financing of Education -11	6566	Half	3
3.	Development Education-1	6567	Half	3
4.	Development Education-11	6568	Half	3
5.	Educational Research and Statistics-1	6569	Half	3
6.	Educational Research and statistics-11	6570	Half	3
7.	Project Implementation, Monitoring and Evaluation-	6571	Half	3
8.	Project Implementation, Monitoring and Evaluation-	6572	Half	3
9.	Planning for Population Education-1	6573	Half	3
10.	Planning for Population Education-11	6574	Half	3
11.	Research Thesis (optional)	510	Two full credit	12

In this programme Fresh students are offered only 4 courses (6557, 6558, 6561 and 6562) in the first semester i.e. spring semester. Students can take course work equivalent to 18 credits hours including collateral area courses twice during the programme. A student must complete EPM (6569, 6570) courses before enrolling in EPM research thesis -510. A student can apply for award of diploma in EPM after completing 30 credit hour course works required for PGD EPM. Medium of instruction for MA (EPM) and PGD (EPM) is English. A weeklong workshop for each course will be held at the end of each semester at AIU main campus Islamabad. Participation in the workshop is mandatory and is pre requisite for examination. (Prospectus of AIU, MA EPM, 2009)

For successful completion of twenty course of MA student shall undertake eight compulsory courses, whereas twelve undertake the elective courses or research project equivalent to four courses. All the courses are half credit i.e., comprises of 9 units and having the following requirements.

- Systematic study of the correspondence material,
- The submission of two assignment within specified period,
- Participation in one week intensive workshop on the successful completion of the correspondence materials,
- A pass in the external examination at the end of workshop.

The basic principal of the program is self –learning and unit of corresponded material is roughly designed on a weak study. The self –study material is punctuated with self-assessment question, which should help the students to analyze their progress in EPM courses. In EPM courses, the enrolled students received information about the allotted tutor through intimation letter and the self-learning study package (textbooks, supplementary study material, general student guide, course guide, and assignment schedule and assignment question paper).

The students study their reading materials, prepare assignment and submitted to the tutors for periodic evaluation and guidance for the preparation of final examination. The tutors assess the progress and judge student’s learning capability through assignments. The tutorials meeting are not offered in EPM courses. For courses workshop, the course coordinator invites the students who had successfully completed their assignment in a given semester. The course workshop is conducted at the end of each semester in the main campus. This is compulsory component of the EPM courses.

This workshop strengthens the student's concept through the face-to-face learning process. EPM teaching faculty and other resource people are conducted the sessions of the workshops. These personnel are expertise in planning; managing, budgeting, implementing, monitoring, evaluating and others allied aspects of education to share their knowledge and skills with students.

The topic presentation is an essential part of workshop that can assess the performance of individual's learners. This method is students centered in which student explains the key points on subject matter in a given time. In this way of presentation, the student's gesture, voice and command on topic also captured the attention and interest of other students as well as with course coordinator.

In this respect, the assessment of EPM students is based on assignment, presentation and on final examination. The examination departments conduct the examination for the students who had successfully completed their assignment and workshop. In short, the course standard is based on internal assessment of the students as well as external assessment.

NECESSARY MANAGERIAL SKILLS FOR THE HEADS OF INSTITUTIONS

The job of educational institutional head is multi-dimensional including the tasks at various levels of management. In schools the tasks of heads are planning, strategic planning, budgeting, resolving conflicts, disciplining, rewarding improving productivity, managing time, and managing change, managing ethics and leading. The Principal's job is complex in nature. Principal needs certain skills to perform his/her 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. Heads deal 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 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, p.43) 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

The Head/Principal in educational institution has to perform different types of managerial tasks for the effective principal-ship and as the educational policy³⁷⁵ developer and the manager, coordinator of the educational institution. They need the following types of skills that encompass conceptual, communication, effectiveness, and

interpersonal aspects. According to Govinda (2002, pp.212-213) head of educational institution has to play multiple roles. The following are some of the main roles, which a heads have to play in their educational institution.

- **Academic Administration:** under the academic administration, the curriculum management activities hold an important place including implementing of curricular calendar, framing of timetable, timely and effective curriculum transaction continued and comprehensive evaluation of students through examination, organization of co-curricular activities.
- **General Administration:** it involves head giving admission to students, handling students and teacher union, work allocation. Checking absenteeism and alternate arrangements, seeking cooperating, supervision and quantity and quality assessment of teacher's work, need identifications fro capacity building and making arrangement for the same.
- **Financial Mangement:** it included generation and mobilization of resources, allocation and utilization of resources, monitoring and evaluation of expenditures. Heads has to spend considerable time in supervising the work accountants since they do not have specialized training in the field of financial management , it takes a lot to time to understand, follow and then supervise the related work. They still remain skeeptical about spending the available funds, which affect the smooth flow of institutional activities. This generates demand for financial management training.
- **Material Resources Mangement:** heads have no power to insure expenditures as and when required. Thy have budgetary rigidity and for change they have to seek the permission of higher authority.
- **Community Linkage:** establishing linkage with community to ensure enrolment seek teaching help from capable individual of village require a lot of effort on the par of heas.it is notable that most of the time institutional heads were dealing with admission pressure, discipline problem, political and administrative pressure and restoring institutional credibility in the eyes of public. Therefore, heads should be trained in individual and group interaction, community linkage and relationship, financial affairs as well as routine administrative matters.

Skills of educational planning and management Program

The educational planning policy studies and leadership department (EPPSL) imparted the managerial skills for educational manager, policy maker and for educational planner.

These are the major skills involved in the MA EPM programme.

- **Planning skills**
- **Managerial skills**
- **Financial skills**
- **Human resource management**
- **Monitoring techniques**
- **Evaluation skills**
- **Time management**

Educational planning management (EPM) programme trains their graduates with the following managerial skills.

- **Planning** “ a continuous process which involves decision or choices about alternative ways of using available resources, with the aim of achieving particular goals at some time in future”
- **Decision making** is fundamentally an administrative action and an administrator seeks for the better course of action.
- **Management** is a social process, which is designed to ensure cooperation, participation, intervention and involvement of others in effective achievement of given or determined objectives. Similarly educational management is also a process of validating purposes and allocating resources to achieve the maximum attainment of purposes with the minimum allocation of resources.
- **Administration** is the guidance, leadership and control of the effort of group of individuals towards some common goals.
- **Budgeting** is the allocation of financial resources for the future.
- **Gantt chart** is a technique for planning and control developed by Henry L. Gantt showing by bars on a chart the time requirement for various tasks.
- **Appraisal** is assessing the performance of working personnel in an organization.
- **Motivation** is the discovery and utilization of the stimuli that would bring the desired behaviors in a particular individual.
- **Staffing** is filling, and keeping filled position in the organization structure through defining work force requirement, inventorying work –force, appraising, selecting, compensating, and training.
- **Programme evaluation review techniques(PERT)** a time network analysis system in which the various events in a programme or project are identified, with the planned time for each , and are placed in a network showing the relationships of each event to other events.
- **Critical path management (CPM)** is a technique in the hand of educational manager in the network. There is always one path from the start event to end event that connects the critical activities and where the float is zero.
- **Recruitment** is the process of locating, identifying and enlisting the potential candidate or a preliminary existing and partial screening.
- **Human relation** is broadly to interaction of people in all types of endeavors in business, government, social clubs, schools and homes.
- **Assessment** may be defines as “any method used to better understand the current knowledge that a student possesses.
- **Measurement** may be defined as “the process of quantifying observation about a quality or attributes of a thing or person.”
- **Evaluation** is the systematic process of collection and analyzing data in order to make decision.
- **Monitoring** is basically getting awareness of a system, people or an organization. It is observing a certain situation for any change that occurs over a period of time’s
- **Work plan breakdown** of project into manageable tasks and scheduling of activities of the project.
- **Cost benefit effectiveness (CBE)** is a technique designed to determine the feasibility of a project or plan.
- **Cost benefit analysis (CBA)** is a technique to determine the feasibility of project or plan by quantifying its costs and benefits. (text books MA EPM programme)

These are the skills which involve the heads abilities to interact effectively with people, in which heads interact and cooperate with employees.

- 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.

These skills help 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.

METHODOLOGY OF THE STUDY

This study was descriptive/survey types. A questionnaire was prepared to analyze the contribution of the EPM graduates working as institutional heads, to their jobs by applying the managerial skills learnt through EPM program. There were only 53 graduates having EPM degree and working as institutional heads.

Data Analysis

The data collected through study instruments were summarized by calculating mean scores and standards deviation scores on each variable of the study.

Table: 1
N= (53)

Statement	Mean score
You are satisfied with the content of the MAEPM program	4.18
The concepts and skill of planning included in the MA EPM program are beneficial for your performance	4.037
The MA EPM program is relevant to the job of educational personnel	3.98
The skills of milestones learnt through MA EPM program help you while planning educational activities in your institution.	3.86
Gantt Chart widely used in your managerial responsibilities.	2.30
program evaluation and review techniques (PERT) help you in monitoring your long range activities.	1.86
You prepare budget of your institutions by using EPM budget skills.	2.90
Staff appraisal techniques help you in appraising the performance of the teacher.	3.71
Assessment of your students is based upon the techniques included in EPM program.	3.77
MA EPM program has improved your skills of report writing.	4.00
Monitoring methodology embodied in MA EPM have sharpened your skills of monitoring the performance of class.	3.84
You break down your educational activities while going through the work plan.	4.07
You motivate your teacher to initiate group discussion in the class.	3.61
Manpower recruitment approach (MRA) skill learnt through MAEPM program help you in the induction of new educational personnel.	3.60
Skills of PC-1 formulation help you in improving your institution.	2.41
You would learn more in your work instead of attending MA EPM program	4.15
MA EPM program has imparted in you positive attitude towards work.	3.73

CONCLUSIONS

Following conclusion were drawn on the basis of above analysis of the data.

- It was concluded that EPM programme is relevant with the jobs of educational managers
- It was concluded that educational manager feel more confident in dealing with their subordinates after completion of the EPM programme.
- It was concluded that the concept of planning skill were beneficial for the educational manager for their managerial responsibilities.
- It was concluded that the financial management skill was not beneficial for the educational managers.
- It was concluded that the manager appraisal their subordinate by MA EPM techniques.
- It were concluded that the managerial skills PERT,CPM, were more useful for the educational managers
- It was concluded that the graduates were satisfied with the content of the MA EPM programme.
- It was concluded that the PC-1 formulation was not helpful for the educational managers.
- It was concluded that MA EPM programm was imparted positive attitude in the graduates towards work.
- It was concluded that graduates were learnt more from resource person and from the workshop.
- It was concluded that the graduates were breakdown their educational activates by following the MA EPM skill.
- It was concluded that the quality of the books were not good.
- It was concluded that there was no check on the evaluated assignment.
- It were concluded that the resource persons were not selected on merit.
- It was concluded that GANTT CHART was not beneficial for the educational institutional heads for their managerial responsibilities.

RECOMMENDATIONS

Keeping in view the findings of the present research some recommendations are suggested by the researcher. These are as follows:

- It was recommended that there might be a separate course for budgeting.
- Finding of the study reveal that there might be more practical work on the PC-1 formulation.
- Finding of the study depict that there should be more focus on the It was recommended that there should be more focus on the GANTT CHART.
- There might be more emphasis on practical learning of program Evaluation and Review Techniques (PERT) for the managerial responsibilities of educational managers.

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