

## A COMPARATIVE STUDY OF ADMINISTRATIVE STYLES OF SECONDARY SCHOOL HEAD TEACHERS OF FEDERAL AND PROVINCIAL GOVERNMENT SCHOOLS IN PAKISTAN

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### ABSTRACT

*The purpose of the study was to compare the administrative styles of secondary school head teachers of federal and provincial Govt. Schools. For this purpose, six federal and fourteen provincial schools, in Multan city (Pakistan) were selected as a sample. All the teaching and non teaching staff of the schools was taken as population. The total sample comprised two hundred and eighty (280). For comparison a questionnaire was developed. The questionnaire comprised thirty restricted response items. The questionnaire was developed in English; however it was translated into Urdu for better understanding. The questionnaire was developed and analyzed on the basis of five points Likert scale. To reach certain conclusion, the collected data were analyzed by using mean score, SD and z- test. On the whole, it was found from the study that: There was a significant difference between the federal and provincial employees towards democratic style of administration. The difference between the federal and provincial employees towards the autocratic style was insignificant. The difference between the federal and provincial employees towards the laissez-faire style was also insignificant. Over all, there was insignificant difference the male and female administration.*

*Keywords: Administrative styles, Head Teachers, Federal and provincial government schools*

### INTRODUCTION

The word “administration” has been derived from the Latin word “minister” which means service, i.e. work dedicated to the good of others. (Gupta, 1987, p.2) In general the main objective of administration, therefore, is to secure for an individual or society, or the nation, such environment as may lead to their fullest growth and development (Shahid, 2000, p.135).

Singh (1997), defined administration as “*The management and direction of the affairs of government and institutions*”.

Administration is machinery through which any organization or institution is managed. It is a mean setup for a smooth and efficient working. In the words of Ansari (1996, p.165)

*“Administration is the guidance, leadership and control of the effort of a group or individual towards some common goals”*

Administration consists of applying rational thinking to organized activity. This application of rational thinking gives rise to the science of administration and a search of basic principles. Administration is concerned with values because it must encompass goals, purposes, and choices among alternatives. In the words of Arthur Sharplin, Judith R. Gorden (1990, p.553)

*“Administration is an interpersonal influence, Exercised in a situation and directed, through the communication process, towards the attainment of a specified goal or goals.”*

(Mohanty, 1990, p.11) quoted Russel T Gregg

*“Administration is the total of the process through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise.”*

Good’s Dictionary of education defines educational administration as

*“All those techniques and procedures employed in operating the educational organization in accordance with established policies are defined as administration.”*

In the words of Donald E. Orlosky, (1984, p.4)

*“Administration can be explained as a process that includes planning, deciding and implementing decisions, monitoring implementation, assessing results, and replanning.”*

In general, educational administration is the direction, control and management of all matters pertaining to school affairs. Direction is the leadership within the community and school system. Educational administration is concerned with dealing and coordinating the activities of group of people. It is the dynamic side of education.

Shahid (2000), quoted S.M Diwekar

*“The striking difference between the administrations of education and that of other business lies in the fact that the former is a human process very much influenced and controlled by various factors such as the philosophical, psychological, sociological, historical and political.” (p.137)*

Education administration is always concerned with management of things, as well as, human relationship basing on a body of basic principles and aiming at educating the children and the youth (Mohanty, 1990). The school is a part of the systems of state-financed and state-controlled education or it is controlled by a private body of parents and benefactors or by the head of the school himself in the capacity of headmaster-proprietor or teacher-manager, the school staff have certain powers in respect of internal organization and management.

Educational manager, whether he/she is performing duty of principal, chairman of the department, or educational director, he is responsible for all the decisions related to planning, control, discipline, co-ordination and distribution of duties to the personnel of the institution.

Ashraf (1993) quoted Retler (1952) while defining educational administration as:

*“The direction, control and management of all matters pertaining to school affairs”*

Basic components of educational administration are (1) planning (2) organization (3) direction (4) co-ordination and (5) evaluation are applied to education as well. All the elements and aspects of administration are equally and sometimes rather in a greater extent applicable and operative in education. The different styles of administration are followed by different educational administrators

There are three main administrative styles which are:

- 1) **Autocratic:** Authoritarian attitude of the administrator

- 2) **Democratic:** Emphasis is given to group action and decisions)
- 3) **Laissaz-faire:** Complete freedom to the group or individual decision without participation of the administrator

Better performance of the subordinates/teachers depends on the nature of different administrative styles. Effectiveness of most principals and other administrative heads depends upon their abilities to select different administrative styles on different occasions. In Pakistan we have Federal and Provincial Government Institutions where different styles of administration have been adopted by the heads of the Institutions.

So keeping in view, the above discussion, the present study is designed to compare the administrative styles of secondary school head teachers of Federal and Provincial Government schools.

### STATEMENT OF THE PROBLEM

The present study was designed to compare the administrative styles of Secondary School Head teachers of Federal and Provincial Government Schools.

### OBJECTIVES OF STUDY

The objectives of the study were:

1. To know the attitude of Head-teachers about administrative styles.
2. To compare the administrative styles of Federal and Provincial Head-teachers.
3. To determine the current status of administration in Federal and Provincial Government Schools.
4. To suggest some measures for improving administrative styles.

### DELIMITATIONS

- a. This study was delimited to Multan Region (Pakistan).
- b. Both Federal and Provincial Schools were included in the study.
- c. Both boys and girls schools were included in this study.
- d. Both teaching and non teaching staff was included in this study.

### PROCEDURE OF THE STUDY

Complete details of procedure adopted. All the teaching and non teaching staff of 24 Federal and Provincial Secondary Schools for boys and girls in Multan region (Pakistan) was taken as population. The sample was selected by using simple random sampling technique, according to the requirement of the research work. The details of the sample are: a) Ten Federal boys and girls Secondary Schools were selected, b) Fourteen Provincial boys and girls Secondary Schools were selected, and c) In view of feasibility, availability and proportion of the respondents (54) Federal and (82) Provincial staff members were selected.

As the study was descriptive in nature, so a survey was designed to conduct the study, so a questionnaire was developed as a research tool. The questionnaire comprised of thirty (30) restricted response items and one (01) open ended question. All the thirty items were analyzed by using five point Likert type rating scales. The five options for each statement were: (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree, and (SD) Strongly Disagree.

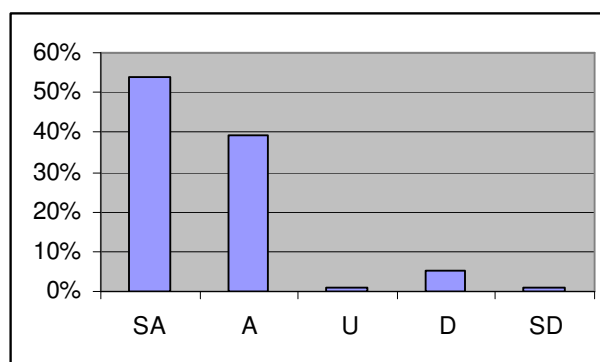
**RESULTS**

Researcher considers those statements having mean score more than 3.0. The following statements are given below:

**Table 1. Administrator should be close to the sub-ordinates**

Statement	Levels	f	%age	Mean Score
An administrator should be close to their teachers/ sub-ordinates.	Strongly Agree	152	54%	4.40
	Agree	108	39%	
	Undecided	03	01%	
	Disagree	13	05%	
	Strongly Disagree	04	01%	

Table 1 shows that 93% of the respondents were in favor of the statement that “An administrator should be close to their teachers/sub-ordinates”, Mean score was 4.40 (greater than 3.00) which shows the higher level of agreement on the statement.

**Fig.1****Table 2 Tough administrators are effective**

Statement	Levels	f	%age	Mean Score
Tough administrators are effective administrators.	Strongly Agree	34	12%	3.33
	Agree	53	19%	
	Undecided	34	12%	
	Disagree	93	33%	
	Strongly Disagree	66	24%	

Table 2 shows that 31% of the respondents were in favor of the statement that “Tough administrators are effective administrators”, on the other hand 57% of the respondents showed disagreement on the statement, while 12% of the respondents were unable to take any decision on the above mentioned statement. Mean score was 3.33 (greater than 3.00) which shows the higher level of agreement on the statement.

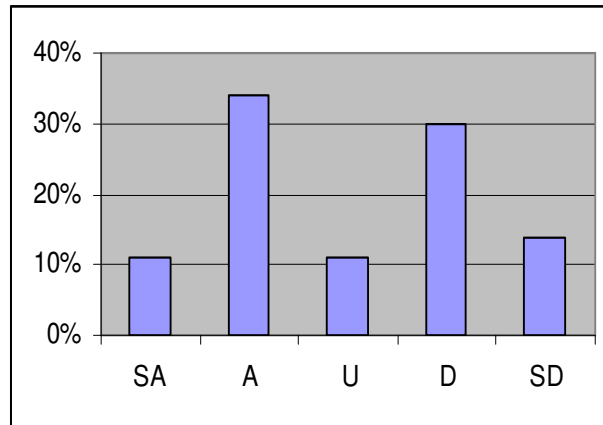


Fig 2

Table 3 Teachers should not be involved in decision making

Statement	Levels	f	% age	Mean Score
Teachers/Sub-ordinates should not be involved in decision making.	Strongly Agree	20	07%	3.35
	Agree	65	23%	
	Undecided	21	08%	
	Disagree	117	42%	
	Strongly Disagree	57	20%	

Table 3 shows that 30% of the respondents were in favor of the statement that “Teachers/Sub-ordinates should not be involved in decision making”, on the other hand 62% of the respondents showed disagreement on the statement Mean score was 3.35 (greater than 3.00) which shows the higher level of agreement on the statement.

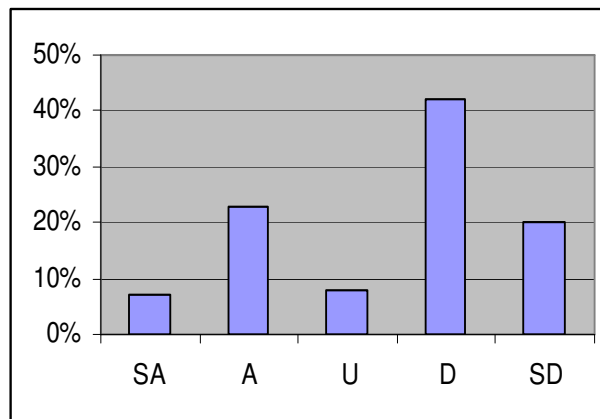
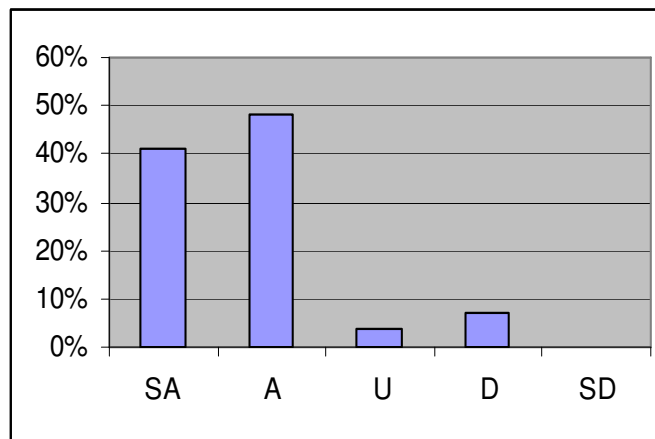


Fig 3

**Table 4 Teachers want job security more than any thing else**

Statement	Levels	f	% age	Mean Score
Administrators should realize that teachers/ sub-ordinates want job security more than anything else.	Strongly Agree	115	41%	4.11
	Agree	133	48%	
	Undecided	12	04%	
	Disagree	20	07%	
	Strongly Disagree	00	00%	

Table 4 shows that 89% of the respondents were in favor of the statement that “Administrators should realize that teachers/ sub-ordinates want job security more than any thing else”, Mean score was 4.11 (greater than 3.00) which shows the higher level of agreement on the statement.



**Fig 4**

**Table 5 Administrator’s nice behavior ensures sub-ordinate’s support**

Statement	Levels	f	% age	Mean Score
Administrator’s nice behavior ensures teachers /sub-ordinate’s support.	Strongly Agree	184	66%	4.64
	Agree	92	33%	
	Undecided	04	01%	
	Disagree	00	00%	
	Strongly Disagree	00	00%	

Table 5 shows that 99% of the respondents were in favor of the statement that “Administrator’s nice behavior ensures teachers /sub-ordinate’s support”, Mean score was 4.64 (greater than 3.00) which shows the higher level of agreement on the statement.

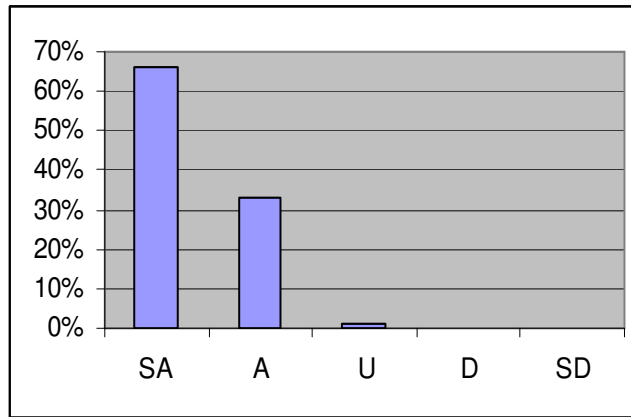


Fig 5

Table 6 Non co-operative sub-ordinates should be tackled tactfully

Statement	Levels	F	% age	Mean Score
An administrator should tackle non co-operative teachers/subordinates tactfully.	Strongly Agree	142	51%	4.42
	Agree	86	31%	
	Undecided	11	04%	
	Disagree	09	03%	
	Strongly Disagree	02	01%	

Table 6 shows that 82% of the respondents were in favor of the statement that “An administrator should tackle non co-operative teachers/subordinates tactfully”, Mean score was 4.42 (greater than 3.00) which shows the higher level of agreement on the statement.

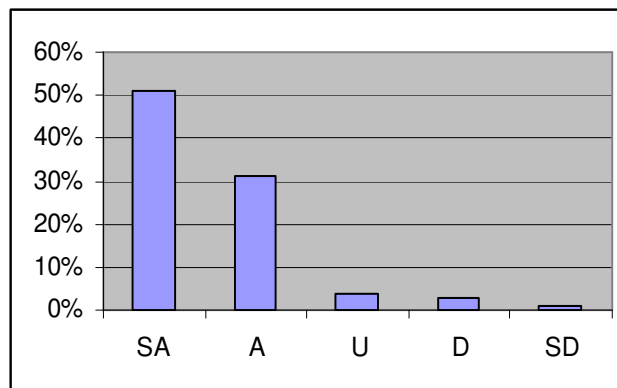
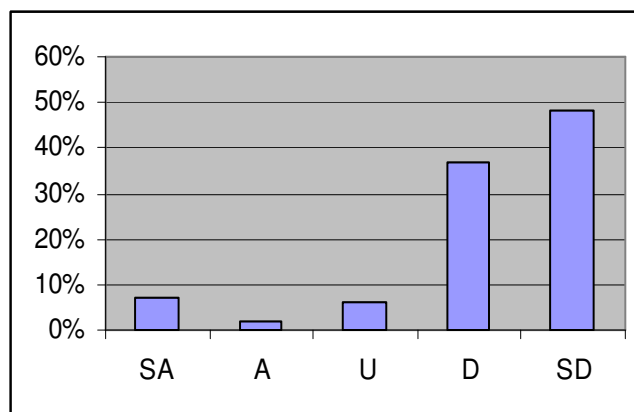


Fig 6

**Table 7 Sub-ordinate's mistake should be discussed openly**

Statement	Levels	F	% age	Mean Score
A teacher/sub-ordinate's mistake should be discussed openly in the meeting.	Strongly Agree	21	07%	4.15
	Agree	05	02%	
	Undecided	17	06%	
	Disagree	103	37%	
	Strongly Disagree	134	48%	

Table 7 shows that 09% of the respondents were in favor of the statement that "A teacher/sub-ordinate's mistake should be discussed openly in the meeting", on the other hand 85% of the respondents showed disagreement on the statement. Mean score was 4.15 (greater than 3.00) which shows the higher level of agreement on the statement.

**Fig 7****Table 8 Freedom to talk about rights should be given**

Statement	Levels	F	% age	Mean Score
Teachers/Sub-ordinates should be given freedom to talk about their rights.	Strongly Agree	140	50%	4.40
	Agree	123	44%	
	Undecided	04	01%	
	Disagree	13	05%	
	Strongly Disagree	00	00%	

Table 8 shows that 94% of the respondents were in favor of the statement that "Teachers/Sub-ordinates should be given freedom to talk about their rights" Mean score was 4.40 (greater than 3.00) which shows the higher level of agreement on the statement.



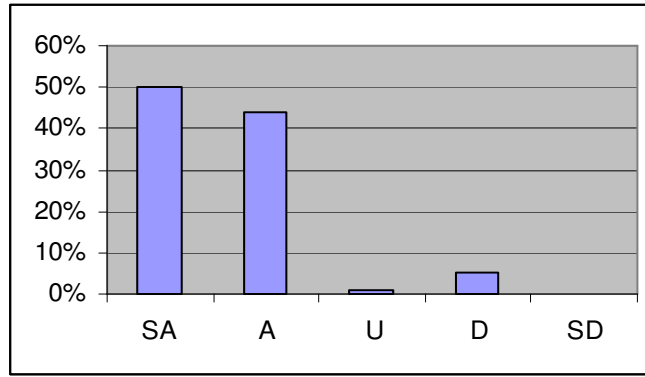


Fig 8

Table 9 Satisfied employees are productive

Statement	Levels	F	% age	Mean Score
Administrator should remember that satisfied employees are productive.	Strongly Agree	142	51%	4.43
	Agree	128	46%	
	Undecided	04	01%	
	Disagree	03	01%	
	Strongly Disagree	03	01%	

Table 9 shows that 97% of the respondents were in favor of the statement that “Administrator should remember that satisfied employees are productive”, Mean score was 4.43 (greater than 3.00) which shows the higher level of agreement on the statement.

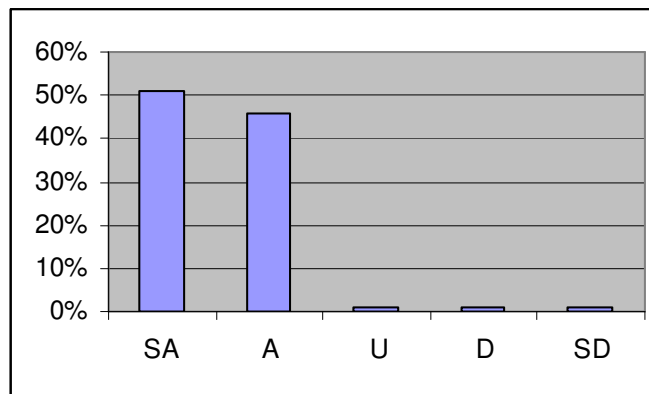
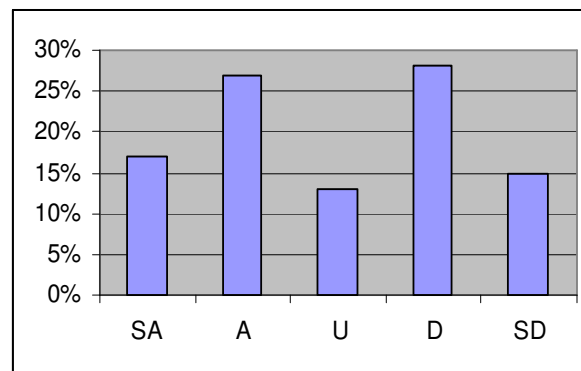


Fig 9

**Table 10 Strict administrator ruins the discipline**

Statement	Levels	F	% age	Mean Score
A strict administrator ruins the discipline of the institution.	Strongly Agree	48	17%	3.02
	Agree	76	27%	
	Undecided	35	13%	
	Disagree	78	28%	
	Strongly Disagree	43	15%	

Table 10 shows that 44% of the respondents were in favor of the statement that “A strict administrator ruins the discipline of the institution”, on the other hand 43% of the respondents showed disagreement on the statement Mean score was 3.02 (greater than 3.00) which shows the higher level of agreement on the statement.



**Fig 10**

**Table 11 Dictatorial administrator get things completed quickly**

Statement	Levels	F	% age	Mean Score
Dictatorial administrator may get things completed quickly.	Strongly Agree	40	14%	3.14
	Agree	94	34%	
	Undecided	31	11%	
	Disagree	97	35%	
	Strongly Disagree	18	06%	

Table 11 shows that 48% of the respondents were in favor of the statement that “Dictatorial administrator may get things completed quickly”, on the other hand 41% of the respondents showed disagreement on the statement, Mean score was 3.14 (greater than 3.00) which shows the higher level of agreement on the statement.

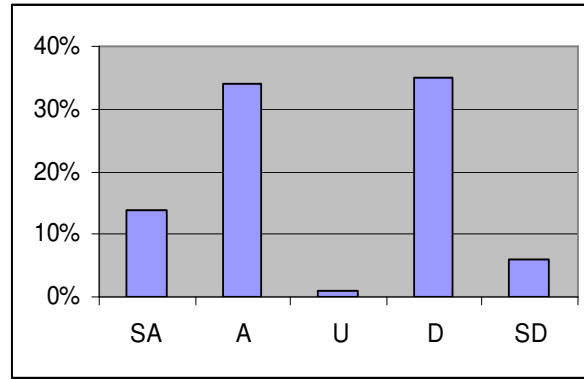


Fig 11

Table 12 Reasonable distribution ensures quality of work

Statement	Levels	F	%age	Mean Score
Reasonable distribution of work ensures quality of work.	Strongly Agree	190	68%	4.64
	Agree	84	30%	
	Undecided	03	01%	
	Disagree	03	01%	
	Strongly Disagree	00	00%	

Table 12 shows that 98% of the respondents were in favor of the statement that “Reasonable distribution of work ensures quality of work”, Mean score was 4.64 (greater than 3.00) which shows the higher level of agreement on the statement.

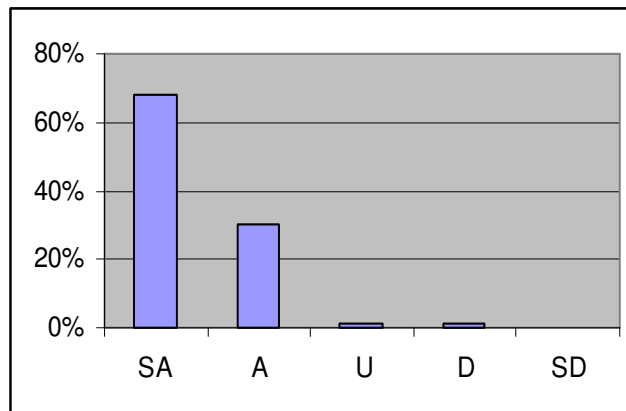
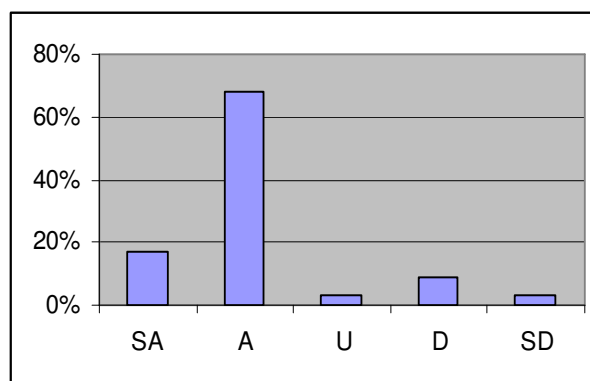


Fig 12

**Table 13 All decisions by the administrator are not fruitful**

Statement	Levels	F	%age	Mean Score
Making all decisions by the administrator is not fruitful.	Strongly Agree	48	17%	3.38
	Agree	191	68%	
	Undecided	08	03%	
	Disagree	26	09%	
	Strongly Disagree	07	03%	

Table 13 shows that 85% of the respondents were in favor of the statement that “Making all decisions by the administrator is not fruitful.”, Mean score was 3.38 (greater than 3.00) which shows the higher level of agreement on the statement.

**Fig 13****Table 14 Well-versed teachers should be given freehand**

Statement	Levels	f	%age	Mean Score
Teachers/subordinates well-versed with their jobs should be given freehand.	Strongly Agree	58	21%	3.59
	Agree	125	45%	
	Undecided	23	08%	
	Disagree	74	26%	
	Strongly Disagree	00	00%	

Table 14 shows that 66% of the respondents were in favor of the statement that “Teachers/subordinates well-versed with their jobs should be given freehand”, on the other hand 26% of the respondents showed disagreement on the statement Mean score was 3.59 (greater than 3.00) which shows the higher level of agreement on the statement.

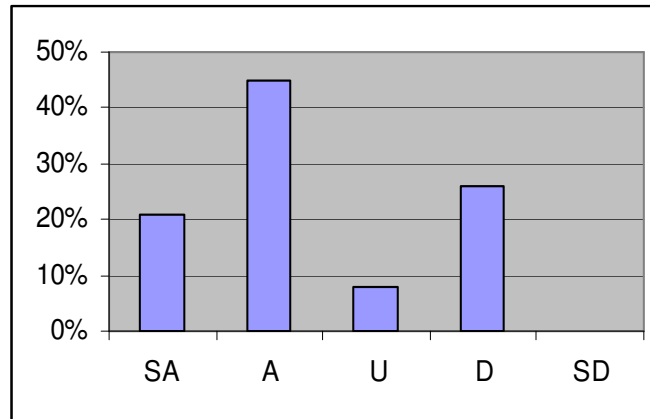


Fig 14

Table 15 Instructions against the objectives may not be followed

Statement	Levels	f	%age	Mean Score
Teachers/subordinates may not follow the instructions of administrator if it against the objective.	Strongly Agree	83	30%	4.01
	Agree	143	51%	
	Undecided	30	11%	
	Disagree	24	08%	
	Strongly Disagree	00	00%	

Table 15 shows that 81% of the respondents were in favor of the statement that “Teachers/subordinates may not follow the instructions of administrator if it against the objective”, Mean score was 4.01 (greater than 3.00) which shows the higher level of agreement on the statement.

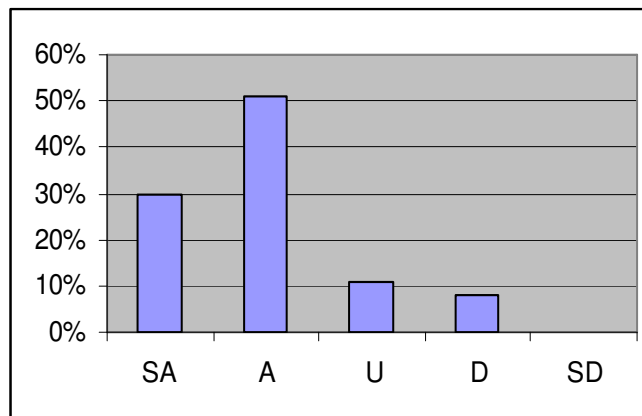
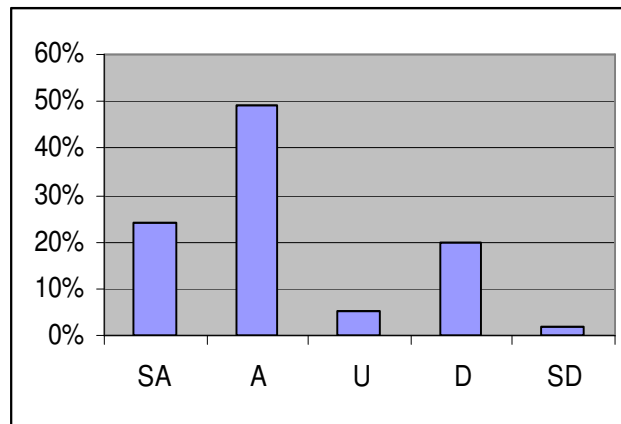


Fig 15

**Table 16 Free and frank environment should be provided**

Statement	Levels	f	% age	Mean Score
Free and frank environment should be provided to teachers/subordinates.	Strongly Agree	67	24%	3.27
	Agree	138	49%	
	Undecided	13	05%	
	Disagree	56	20%	
	Strongly Disagree	06	02%	

Table 16 shows that 73% of the respondents were in favor of the statement that “Free and frank environment should be provided to teachers/subordinates”, Mean score was 3.27 (greater than 3.00) which shows the higher level of agreement on the statement.



**Fig 16**

**Table 17 Every decision should be shared with sub-ordinates**

Statement	Levels	f	% age	Mean Score
Head teacher should share each and every decision with subordinates.	Strongly Agree	74	26%	3.39
	Agree	93	33%	
	Undecided	20	07%	
	Disagree	55	20%	
	Strongly Disagree	38	14%	

Table 17 shows that 59% of the respondents were in favor of the statement that “Head teacher should share each and every decision with subordinates”, on the other hand 34% of the respondents showed disagreement on the statement, Mean score was 3.39 (greater than 3.00) which shows the higher level of agreement on the statement.

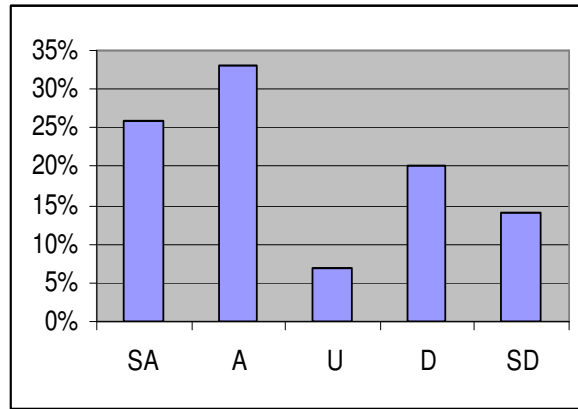


Fig 17

Table 18 Full powers should be given to head teachers

Statement	Levels	f	% age	Mean Score
Head teachers should be given full powers to prove the performance of the institution.	Strongly Agree	110	40%	4.25
	Agree	146	52%	
	Undecided	12	04%	
	Disagree	12	04%	
	Strongly Disagree	00	00%	

Table 18 shows that 92% of the respondents were in favor of the statement that “Head teachers should be given full powers to improve the performance of the institution”, Mean score was 4.25 (greater than 3.00) which shows the higher level of agreement on the statement.

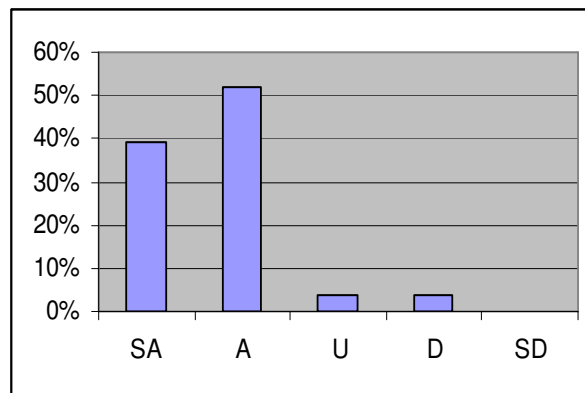
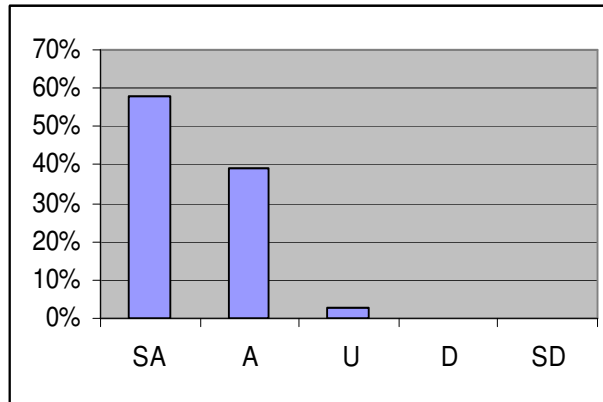


Fig 18

**Table 19 Freedom to the teacher for enhancement of qualification**

Statement	Levels	F	% age	Mean Score
There should be complete freedom to the teachers for enhancement of qualification for professional growth.	Strongly Agree	161	58%	4.58
	Agree	110	39%	
	Undecided	09	03%	
	Disagree	00	00%	
	Strongly Disagree	00	00%	

Table 19 shows that 97% of the respondents were in favor of the statement that “There should be complete freedom to the teachers for enhancement of qualification for professional growth”.. Mean score was 4.58 (greater than 3.00) which shows the higher level of agreement on the statement.



**Table No 20 Heads can win support of teachers through friendship**

Statement	Levels	f	% age	Mean Score
Head teachers can win their teachers/subordinates support through friendship.	Strongly Agree	128	46%	4.36
	Agree	136	48%	
	Undecided	06	02%	
	Disagree	10	04%	
	Strongly Disagree	00	00%	

Table 20 shows that 94% of the respondents were in favor of the statement that “Head teachers can win their teachers/subordinates support through friendship” Mean score was 4.36 (greater than 3.00) which shows the higher level of agreement on the statement.



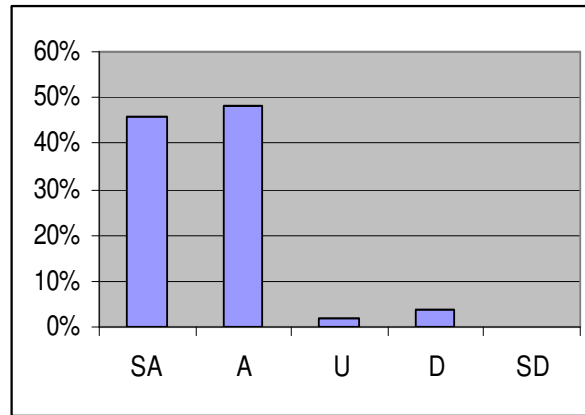


Fig 20

STYLE-WISE COMPARISONS

Table 21 Democratic Style

Group	N	Mean	S.D.	C.V. (Z)
F.G.	100	43.5	4.03	2.04
P.G.	180	42.52	3.66	

T.V. = 1.96 (alpha = 0.05)

C.V = (2.04)

The Table 21 indicates that the calculated value (2.04) was greater than the table value (1.96). It means that the difference of responses between the Federal and Provincial Government employees is statistically significant. Moreover, the difference of means also shows the better responses of Federal Government employees.

Table 22 Autocratic Style

Group	N	Mean	S.D.	C.V. (Z)
F.G.	100	43.25	5.8	0.84
P.G.	180	42.67	5.12	

T.V. = 1.96 (alpha = 0.05)

C.V = (0.84)

The Table 22 indicates that the calculated value (0.84) is less than the table value (1.96). It means that the difference of responses between the Federal and Provincial Government employees is statistically significant towards the autocratic style. Moreover, the difference of means also shows the better responses of Federal Government employees.

**Table 23 Laissez Faire Style**

Group	N	Mean	S.D.	C.V. (Z)
F.G.	100	22.21	4.45	0.55
P.G.	180	21.95	2.07	

T.V. = 1.96 (alpha = 0.05)

C.V = (0.55)

The Table 23 indicates that the calculated value (0.55) is less than the table value (1.96). It means that the difference of responses between the Federal and Provincial Government employees is statistically insignificant towards the laissez faire style. However, the difference of means also shows the better responses of Federal Government employees.

## CONCLUSIONS

Major conclusions drawn by the study was the significant difference between the federal and provincial employees towards democratic style of administration. There was insignificant difference between federal and provincial employees towards autocratic style of administration. Difference between federal and provincial employees towards laissez-faire style was statistically insignificant. There was significant difference between male and female towards administrative style. There was insignificant difference between federal and provincial male. The difference between federal and provincial female was insignificant. The mean value of all the Federal Government employees' is little higher than provincial Government employees which shows more liking of all administrative styles.

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