Pakistan Social Sciences Review
www.pssr.org.pk

RESEARCH PAPER

The Relationship Study among Management Strategies Adopted By the Principals (Male) in Public Sector Colleges, Punjab Province, Pakistan

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PAPER INFO	ABSTRACT
	This study is related to find out the relationship among management strategies adopted by the college principals in public sector, Punjab Province in Pakistan. A simple random technique was used to select public sector colleges for boys from the list prepared by Higher Education Department, Government of the Punjab, Pakistan. The data was collected from the principals (male).A pilot study was framed out to develop a questionnaire for the principals. Data was analyzed through SPSS-20.Findings were attained that five management strategies have significant relationship among one another. Therefore, it is recommended that principals should use these management strategies during their management process to attain pre-determined targets.

Introduction

Management Strategies are techniques that are adopted by the managers to direct and control an institution. These are used to attain pre-determined targets. A strategy helps to build a foundation for achievements in time by establishing goals; timelines and availability of resources in the institution. Management strategies support in optimizes the strengths of the organization and reduces the impact of its weaknesses in the management process.

The principals have multifaceted roles in the colleges. The principals should focus on their managerial role in such a way that educational reforms can implement efficiently and effectively. Successful principals adopt different roles in different situations or circumstances (Smith, Sparks & Thurlow, 2001).

There are numerous management strategies used by college principals with respect to situations. These strategies are also supportive to one another. This study

focuses on to see the relationship among management strategies used by college principals (male) in public sector, Punjab Province, Pakistan.

The Objective of the Study

The main objective of this study was to trace out the relationship among management strategies adopted by the principals (male) in public sector colleges, Punjab province, Pakistan.

Research Question and Hypothesis

The substantial question was:

1. What is the relationship among management strategies adopted by the principals (male) in public sector colleges, Punjab province, Pakistan?

The null research hypothesis imitative from the research question was:

H01: There is no relationship among management strategies adopted by the principals (male) in public sector colleges, Punjab province, Pakistan.

Review of Literature

Time management is narrated as, the deliberate actions focused on the effective use of time to attain goal oriented specific targets(Claessens,Van Eerdo,&Rutte,2007).Time management helps the workers to improve their job satisfaction and stress- related situational work outcomes.

Claessens et al.,(2007) has classified time management strategies into three broad categories which are i) time assessment behaviors,ii)planning behaviors iii) monitoring behaviors. In general, the approaches to time management may include monitoring, setting goals, prioritizing, planning, allocating, and analysis of time spent.

Staff Development Management Strategies is related to the change transfer of learning smoothly in the institution. It is argued that staff development has main attribution that students are taking part in the learning process. Staff development for teachers has been defined as "the provision of activities designed to advance the knowledge, skills, and understanding of teachers in ways that lead to changes in their thinking and classroom behavior" (Fenstermacher & Berliner, 1983, p. 4). Hence, it is based on the strategies to prepare the staff members who enable to face adverse and unforeseen situations.

Conflicts are essential and inevitable due to personal likes and dislikes during human interaction. So, Conflict management strategies are used to identify and handle conflicts fairly, wisely and proficiently. The principals as a manager can resolve conflicts in the institutions quickly and efficiently. There are five major

strategies used in resolving the conflicts which are accommodating, avoiding, collaborating, competing and compromising. Tschannen-Moran (2001) sees conflict management as "a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives"(p.3).

Classroom Management deals with the techniques and strategies that teachers use in order to make the students organized, attentively and productive in the classrooms. Effective classroom management increases meaningful learning and supports in social and emotional development. McCreary (2010) has defined classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning"(p.1). The role of the principal as a manager is to maintain classes in the institutions. According to Marzano (2003),"well-managed classrooms provide an environment in which teaching and learning can flourish" (p. 1).

Proper utilizing of every resource is imperative for the survival of an organization. Resource management is the process by which managers use different resources efficiently. There are different types of resources which may be tangible—materials, equipments and finances, Intangible---people and time. Hence, resource management strategies are based on the schedules and budgets for the human resources, natural resources and materials. It plays a vital role in improving the organizational sustainability and profitability. It is an effective use of resources when they are needed in the institutions.

Material and Methods

This research was based on survey quantitative nature research design. Generally, the survey is the most perfect approach to get data and feedback from the respondents.

Population

All the principals (male) of post-graduate and degree colleges for boys in public sector, who were imparting general education under the jurisdiction of Punjab Government in Punjab, Province.

Sampling

Simple random sampling technique was used to select principals of boys' colleges from the list arranged by Higher Education Department, Government of the Punjab, Pakistan.

Data Collection

The researcher selected randomly 100(60.24% of 166) male post-graduate and degree colleges in Punjab, Province, Pakistan. After utilizing the best efforts by the researcher, friends and relatives, the overall response rate of principals' questionnaire for male is46.The five questionnaires of male principals were incomplete and outlier. Hence, theses questionnaires were excluded from the study. So, '41' principals' questionnaires were available to use them for data analysis.

Instruments of the Study

A research questionnaire was developed on likert five point scale with the help of pilot study after meeting all requirements of validity and reliability.

Interpretation of Data Analysis

Table 1
Summary of Relationship between Five Management Strategies used by College Principals (Male)

	Time Management Strategies	Staff Development Management Strategies	Conflict Management Strategies	Classroom Management Strategies	Resource Management Strategies
Time Management Strategies	1				
Staff Development Management Strategies	.610(**)	1			
Conflict Management Strategies	.654(**)	.551(**)	1		
Classroom Management Strategies	.580(**)	.485(**)	.632(**)	1	
Resource Management Strategies	.760(**)	.442(**)	.717(**)	.610(**)	1

** Correlation is significant at the 0.01 level (2-tailed)

The table shows the correlation coefficient between 'time management strategies' and 'staff development management strategies' is 0.610, it is significant at α=0.01. This shows that there is statistically significant relationship between the strategies.

The correlation coefficient between 'time management strategies' and 'conflict management strategies' is 0.654, it is significant at α=0.01. This shows that

there is statistically significant relationship between the strategies. The correlation coefficient between 'time management strategies' and 'classroom management strategies' is 0.580, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between 'time management strategies' and 'resource management strategies' is 0.760, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies.

The correlation coefficient between 'staff development management strategies' and 'conflict management strategies' is 0.551, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between 'staff development management strategies' and 'classroom management strategies' is 0.485, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between 'staff development management strategies' and 'resource management strategies' is 0.442, it is significant at $\alpha=.01$. This shows that there is statistically significant relationship between the strategies.

The correlation coefficient between 'conflict management strategies' and 'classroom management strategies' is 0.632, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between 'conflict management strategies' and 'resource management strategies' is 0.717, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies.

The correlation coefficient between 'classroom management strategies' and 'resource management strategies' is 0.610, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies.

Hence, there is statistically significant relationship among management strategies with one another used by college principals.

Conclusion and Discussion

It was found that there is statistical significant relationship among five management strategies used by college principals (male) in public sector, Punjab province, Pakistan. Effective principals' management strategies generate an environment that can be favorable for teaching, learning and proper communication while ineffective principals' management strategies often produceconfusion and disorder. Parks and Thift (2001) has said that principals' management strategies are a multi-faceted paradigms that include independent and broad dimensions such as people management, instructional management and behavior management.

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