

Effectiveness of Educational Managers in Higher Education Institutions

Zarfishan Shabbir*, Ahmed Bilal**, Mubeen Ul Islam***

ABSTRACT

Leadership is a vast area that can be taken both as a research area and a practical skill including the ability of personnel or an educational [organization](#) to "lead" or guide other personnel, [groups](#), or educational organizations. A visionary leader has a team of effective managers that leads the educational organization to achieve the objectives. Current descriptive study in the form of census survey attempted to explore the effectiveness of educational managers at University of Gujrat. A sample of all educational managers BPS-18 and above working on regular basis in UOG was selected to identify the effectiveness. Data was collected by using six point Likert scale tool. Findings of this study shows that Level of independence of effectiveness was measured which concludes that personnel working at BPS-18 and above in University of Gujrat are Proactive, Begins the things with the end in mind while a few of them feels problem in prioritizing their tasks. It was recommended that there should be a professional development program for the educational managers by focusing the domain of Put First Things First.

Keywords: Educational Managers, Effectiveness, Seven Habits, Independence Level, Proactive, Begin with the end in mind, Put first things first.

INTRODUCTION

Leadership is a vast area that can be taken both as a research area and a practical skill including the ability of personnel or an educational organization to "lead" or guide other personnel, groups, or educational organizations. A visionary leader has a team of effective managers and focuses on excellence of execution of his vision and mission (Besterfield et al., 2015).

Leadership requires an intuitive understanding of human nature, the basic needs and abilities of people. A person who understands the personnel need and independence, self-motivation, sensitivity to reward and punishment is actually an effective leader (Besterfield et al. 2015).

Effective behavior of individuals can be measured by using categories that are relevant and meaningful to achieve the organizational objectives, research has produced a bewildering variety of behavior concepts pertaining to managers. There are several reasons to develop taxonomies to describe behaviors. Behavior categories are tangible attributes of the real world (Fleishman, 1991 & Yukl, 1989).

*PhD Scholar, University of Gujrat

** Lecturer, University of Gujrat

*** Assistant Professor, University of Gujrat

Today, most scientists and researchers of education believe that if it is supposed to have a change in education field today, it should be started from educational management. In present century, the importance and effectiveness of knowledgeable educational managers have gone so far that some scholars call this century as the age of management and name today's world as the world of knowledgeable managers (Jasbi, 1989).

Educational managers are the persons who are also known as educational administrators and are working as policy makers, researchers, consultants and academic heads etc. The degree to which someone is successful in producing a desired result; success. The degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, *effectiveness* is usually determined without reference to costs and, whereas efficiency means "doing the thing right," *effectiveness* means "doing the right thing."

Stephen R. Covey provides a base to the organizations in the form of a set of seven habits which will make their managers highly effective.

Habit is defined as "the intersection of knowledge, skill and desire". *Knowledge* is the theoretical paradigm, the what to do and the why. *Skill* is the how to do. *Desire* is the motivation, the want to do.

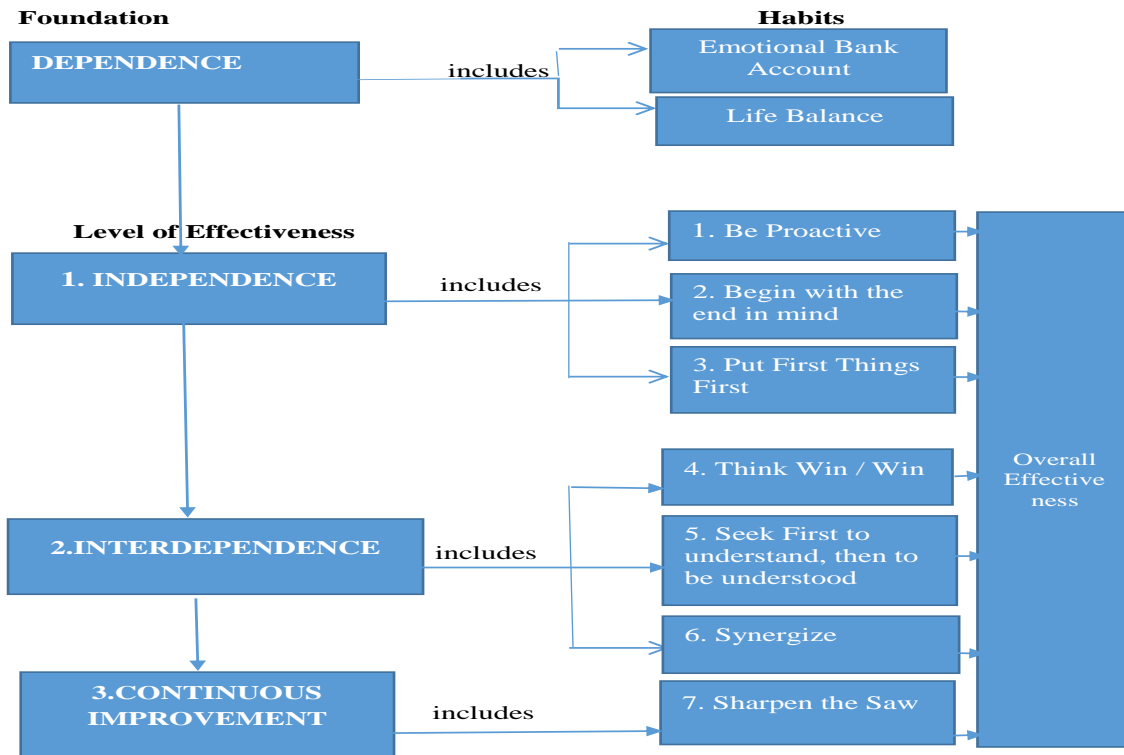
The Seven Habits of Highly Effective People as described by Stephen R. Covey are Be Proactive, Begin with the end in mind, Put first things first, Think Win / Win, Seek First to Understand, then to be Understood, Synergize, Sharpen the Saw (Covey, 2015).

He has further elaborated that person occupying first three habits are at the level of Independence while persons having rest of four habits along with the first three are at an advance level of effectiveness that is called as level of interdependence.

Covey writes: "Independent thinking alone is not suited to interdependent reality. Independent people who do not have the maturity to think and act interdependently may be a good individual producer, but they won't be good leaders or educational managers. They are not coming from the paradigm of interdependence necessary to succeed in family or organizational reality (Covey, 1989).

Based on the seven habits of highly effective people researcher needs to check the effectiveness at independence level of Educational managers working at University of Gujrat.

Study will help the educational managers to know about their ability of "Be proactive, to be successful in creating an internal comfort zone, to organize and execute priorities and to diagnose the effectiveness level of educational managers.

Figure-01: Conceptual Framework of the Study**OBJECTIVES OF THE STUDY:**

- i) To measure effectiveness of educational managers as “Be Proactive”.
- ii) To measure effectiveness of educational managers as “Begin with the end in mind”.
- iii) To measure effectiveness of educational managers as “Put first things first”.
- iv) To measure level of independence of educational managers.

RESEARCH QUESTIONS:

- i) To what extent an educational manager is sensitized to Be Proactive?
- ii) To what extent educational manager is successful to Begin with the end in mind?

- iii) To what extent educational managers have ability to organize and execute priorities?
- iv) To find out level of independence of each educational manager?

ASSUMPTION OF THE STUDY:

It was assumed that top level managers have foundational habits which includes; Emotional bank account and Life balance. Foundational habits make “level of Dependence”.

RESEARCH METHODOLOGY:

Study was descriptive in Nature. A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). This study was a census survey. Study was based on context of “Seven habits of highly effective people” by Stephen R. Covey.

Research was considered to be conducted in two stages, On the first stage researcher tried to discover that Educational Managers were at Independence level then Second stage study will be conducted on the same population to check that Educational Managers are at Interdependence level.

All Educational managers of the fourteen administrative departments of University of Gujrat, working on regular basis on BPS-18 and above were considered. These were Faculty Deans, Registrar Office, Controller Office, Treasurer Office, Advanced Studies & Research Board, Student Services Center, Directorate of Press, Media & Publication, IT Services, A & C, Library, Office of Research Innovation and Commercialization, Planning & Development, Purchase and Quality Enhancement Cell.

Researcher designed a questionnaire (Research Tool) on six point likert scale to collect data. Tool was developed in the guidance of International Personality Effectiveness Co-efficient measures as developed by Franklin Covey. Researcher personally visited the Educational Managers for data collection.

DATA ANALYSIS & INTERPRETATIONS:

The study was conducted to measure the effectiveness of educational managers at University of Gujrat. The data collected through questionnaire was tabulated, analyzed and interpreted by keeping the objectives of the study in the view. Educational managers of fourteen offices were approached to collect data. Finally collected data was analyzed statistically by using SPSS and obtained results are as follows:

Table 1.1 Be Proactive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68.75	3	7.1	7.1	7.1
	72.92	1	2.4	2.4	9.5
	75.00	8	19.0	19.0	28.6
	77.08	4	9.5	9.5	38.1
	79.17	4	9.5	9.5	47.6
	81.25	4	9.5	9.5	57.1
	83.33	5	11.9	11.9	69.0
	85.42	3	7.1	7.1	76.2
	87.50	3	7.1	7.1	83.3
	91.67	3	7.1	7.1	90.5
	95.83	3	7.1	7.1	97.6
	100.00	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Table 1.1 shows that out of 42 educational managers 13 are highly proactive having percentage 85% and above, while rests of 29 educational managers are mostly proactive showing 65% and above. Result shows that no educational manager is less proactive having percentage value 64.99% and below.

Table 1.2 **Begin with the end in mind:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 64.58	1	2.4	2.4	2.4
70.83	1	2.4	2.4	4.8
72.92	3	7.1	7.1	11.9
75.00	4	9.5	9.5	21.4
77.08	1	2.4	2.4	23.8
79.17	4	9.5	9.5	33.3
81.25	4	9.5	9.5	42.9
83.33	5	11.9	11.9	54.8
85.42	5	11.9	11.9	66.7
87.50	2	4.8	4.8	71.4
89.58	3	7.1	7.1	78.6
91.67	3	7.1	7.1	85.7
93.75	4	9.5	9.5	95.2
97.92	1	2.4	2.4	97.6
100.00	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Table 1.2 shows that out of 42 educational managers 19 are highly able to take the tasks by beginning with the end in mind having percentage 85% and above, while rests of 29 educational managers are mostly able to take the tasks by beginning with the end in mind showing 65% and above. Results show that only one educational manager gives less importance to do the tasks by beginning with the end in mind having percentage value below 64.99%.

Table 1.3 PUT FIRST THINGS FIRST:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50.00	1	2.4	2.4	2.4
56.25	1	2.4	2.4	4.8
58.33	1	2.4	2.4	7.1
60.42	2	4.8	4.8	11.9
64.58	1	2.4	2.4	14.3
70.83	2	4.8	4.8	19.0
72.92	4	9.5	9.5	28.6
75.00	7	16.7	16.7	45.2
77.08	4	9.5	9.5	54.8
79.17	6	14.3	14.3	69.0
81.25	2	4.8	4.8	73.8
83.33	3	7.1	7.1	81.0
85.42	2	4.8	4.8	85.7
87.50	3	7.1	7.1	92.9

	91.67	2	4.8	4.8	97.6
	95.83	1	2.4	2.4	100.0
Total	42		100.0	100.0	

Table 1.3 shows that out of 42 educational managers 08 are highly able to prioritize their tasks as per their professional requirement having percentage 85% and above, while 28 educational managers are mostly able to prioritize their tasks as per their professional requirement showing 65% and above. Results are showing that 06 educational managers feel difficulty to prioritize their tasks as per their professional requirement showing the value 64.99% and below.

Table 1.4 INDEPENDENCE LEVEL:

	Frequency	Perce nt	Valid Percent	Cumulative Percent
Valid	67.36	1	2.4	2.4
	68.06	1	2.4	4.8
	68.75	1	2.4	7.1
	70.14	1	2.4	9.5
	71.53	1	2.4	11.9
	72.92	1	2.4	14.3
	75.00	1	2.4	16.7
	75.69	3	7.1	23.8
	77.08	2	4.8	28.6
	77.78	2	4.8	33.3
	79.86	3	7.1	40.5

81.25	4	9.5	9.5	50.0
81.94	2	4.8	4.8	54.8
82.64	4	9.5	9.5	64.3
83.33	1	2.4	2.4	66.7
84.03	2	4.8	4.8	71.4
84.72	2	4.8	4.8	76.2
85.42	2	4.8	4.8	81.0
86.11	1	2.4	2.4	83.3
86.81	3	7.1	7.1	90.5
88.19	1	2.4	2.4	92.9
88.89	1	2.4	2.4	95.2
89.58	2	4.8	4.8	100.0
Total	42	100.0	100.0	

Table 1.4 shows that out of 42 educational managers 10 are at highly effective independence level having percentage 85% and above, while 32 educational managers are at mostly effective independence level showing 65% and above. Results have shown that no educational manager is at less effective independence level having percentage value 64.99% and below.

DISCUSSION & CONCLUSIONS:

This study was conducted to measure the effectiveness of Educational managers working at University of Gujrat, this was developed on the guidelines used by franklin covey tool used for measurement of Personal Effectiveness Quotient of people.

They have given three categories of effectiveness level after using the tools. People having score 85% and above lies in the category of Highly Effective Managers, People having score 65% and above lies in the category of Mostly Effective Managers while 64% and below are Less effective.

As this study was dealing with only one level of Effectiveness i-e independence level thus Effectiveness of educational managers at University of Gujrat can be seen as follows on the basis of results obtained from the analysis.

Following conclusions have been drawn to describe the effectiveness for Be Proactive, Begin with the end in mind, Put first things first and collectively for the Level of independence.

1. 30% of Educational managers are highly proactive, 69% are mostly proactive while no one is less proactive concluding that Pro-activeness is the strongest trait which Educational managers of University of Gujrat possess.
2. 45% of Educational managers are highly able to take the tasks by beginning with the end in mind, 69% are mostly able to take the tasks by beginning with the end in mind while only 2% give less importance to do the tasks by beginning with the end in mind.
3. 19% of Educational managers are highly able to prioritize their tasks as per their professional requirement, 66% are mostly able to prioritize their tasks as per their professional requirement and 14% feel difficulty to prioritize their tasks as per their professional requirement.
4. 24% of Educational managers are at highly effective independence level while 76% are at mostly effective independence level.

RECOMMENDATIONS:

The following are the recommendations on the basis of above mentioned results.

1. Office of Research Innovation & Commercialization of University of Gujrat should organize a professional development workshop to enhance the ability to develop the skill in personnel to prioritize the tasks as per their professional requirements.
2. Study should be proceeded to check the next level of effectiveness i-e level of interdependence for the same population.

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