TRAINING REQUIREMENTS OF HEADS OF SCHOOLS REGARDING SOCIAL MOBILIZATION AS PER THEIR ROLES AND FUNCTIONS

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Abstract

The main purpose of this study was to assess training requirements of heads of secondary schools regarding social mobilization for effective involvement of community in decision making at institutional level. The study further investigated roles and functions of heads of secondary schools so that training assessment could be made accordingly. Sample of the study was comprised of 178 heads of secondary schools, who were randomly selected from both the districts Rawalpindi and Islamabad with equal ratio of rural, urban, male and female. Data analysis was conducted by calculating percentages and mean score of the items. The findings of the study indicate that heads of secondary schools play three important roles i.e. interpersonal, informational, and decisional roles. They are supposed to perform four major functions, planning, organizing, leading and controlling. They needed training in social mobilization to establish linkages with the community for the development of the schools.

Keywords: Social Mobilization, Interpersonal roles, Informational role, Community Mobilization, Management

Introduction and Background

Educational Institutions are established to provide educational facilities to the community. The community consists of various groups which play different roles in contributing to their children's education. Therefore, heads of schools are bound to work in the social context where schools are located; students are to be obtained from the community. Consequently heads of schools have to develop understanding community members as to achieve desired objectives.

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Social mobilization is a participatory approach which can be adopted by the heads of secondary schools for the development of schools. In other words it is a powerful instrument for decentralization of educational policies and programmes at grassroots level with the aim to strengthen community for decision making. Social mobilization strengthens participation of rural poor in local decision-making. (http://www.fao.org/docrep)

Social Mobilization, as defined by UNESCO (2000) is a "process of engaging people's participation to achieve specific goals through self-reliant efforts". It can also be said that it is an involvement of all segments of society, i.e policy makers, opinion leaders, bureaucrats and technocrats, professional groups, religious leader and all other stakeholders for taking rational decision at the right time for the development of schools (http://www.tulane.edu/~icec/socmob.htm) "Community mobilization is an attempt to bring all kinds of resources together to undertake developmental activities so as to achieve sustainable development". *(http:mob/Community_Mobilization.htm). In fact social* mobilization is a decentralized process of seeking willingness of the people to facilitate change for development by involving all stakeholders so that interrelated and complementary efforts can be made to achieve desired objectives. It considers the felt needs of the people and their involvement, and seeks willingness of individuals and groups for appropriate action.

Community mobilizing is a strategy for involving community members in the process of defining and transforming social problems. Community mobilizing can take several different forms, depending on the extent to which "grassroots" community members (neighborhood residents or local group members) versus official community and government leaders and organizations are actively involved in defining the problems and deciding on solutions. Community mobilizing efforts can involve both confrontational and consensus-seeking methods of creating change. Mobilizing is accomplished through a sequential process that involves linking awareness among the concerned *(www.communitychange.org searched on December 15, 2010, at 11:00 a.m.)*

There should be efforts to make a bridge among all stakeholders in order to maximize their contributions for the development of secondary schools in the country. Consequently education will take place most efficiently and effectively due to collaboration of these different groups. It is important to establish partnerships among schools, parents, and communities. However, appropriate strategy is required for maintaining good relationship with parents and community. Therefore, organized and active community participation can be an

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empowering experience for community members in the development of education. Sidhu (2003, p. 23), states, "head of school is responsible to establish good working, cordial and purposeful relationship between the school and community". Zainab (2004) found that in order to overcome the institutional problems at local level heads of schools have to ensure community participation for problem solving.

The local community has a genuine concern in the schools located within their jurisdiction and wants to know what is being done in school because this institution is usually established for the benefit of the community. Dash (2007) stated that "community participation and parental involvement can refer to assisting children with homework at home and engagement in learning activities" (p-44). The development or success of schools depend upon head teachers, parents, teachers and community members as their contributions and cooperation is requisite for enhancing enrolment as well as output.

It is an established fact that organized community participation is a meaningful contribution for educational development. The role of community in development of schools has been stated in various National Education policies. However, school committees have different names in the provinces such as School Council in Punjab, School Management Committees in Sindh and Parent Teacher School Management Committee in Balochistan. On the contrary in Islamabad and KPK Parent Teacher Associations (PTAs) were formed (Jatoi & Hussain, 2010). There are different nomenclatures of these Councils but the purpose is to involve the community problem solving in school level. As the role of community participation is vital for planning and organizing and controlling the educational resources for the development of education in the country. In fact School Councils are the only means of community participation in the school. UNESCO, (2000, p. 28) describes, "Smooth relationship between the school and the community is essential in order to improve school management and its efficiency".

In Pakistan heads of secondary schools are promoted on the basis of seniority cum-fitness among the secondary school teachers. Hence after promotion as head no sustainable management training facility is available for enhancing their required managerial skills. On the contrary heads of schools are supposed to play various roles. Aremides. (2000) stated that educational managers performed three basic roles such as interpersonal, informational and decisional role". Similarly education managers have to perform various functions. Bovee et al. (1993, p. 5) describe that the management process consists of four interrelated functions: planning, organizing, leading and controlling. According to Beach

"management is the process of utilizing material and human resources to accomplish designated objectives (1975, p5). Whereas UNESCO (1993, p. 6) views, "management as a collection of processes, including such things as decision-making, problem-solving and action-planning. These processes involve the management of resources including human, material, financial and time".

Recognizing the importance of training for heads of educational institutions, government emphasized in-service training of these managerial heads in various policy documents and reforms programs in education sector with particular reference to training for school based management and community mobilization. The National Commission on Education (1959, p. 268), advocated that "administrative staff, inspectors, headmasters, and subject specialists for multi-purpose schools should receive in-service training through the education extension centers" (Government of Pakistan 2001-2004, ESR, p. 33). This shows strong commitment of the government for providing management training to heads of secondary schools as per their job description.

Government has announced administrative reforms through Devolution of Power Ordinance (2001) which focuses on devolution of education and community participation in decision making at grassroots level. Hence, importance of the role of heads of secondary schools has increased manifold tasks regarding community participation. Being head of an institution, s/he is vested with responsibility of making decisions, in planning, organizing, directing and controlling the optimal use of available resources. Govinda (2002, pp. 10) highlights as, "head teachers are accountable for school education programs, student support, school council functioning, parent communication and involvement, school organization, planning, review and accountability; personnel, finance, facilities and community representation". Therefore, heads may be trained to handle all these important matters. Quraishi & Khatoon (2008) highlight that heads should be trained in individual capacity and group interactive roles at institutional level, in order to enable to establish community linkage to handle administrative matters of the institution.

Advancement in informational technology and globalization has changed the scenario of the whole world. Knowledge explosion as features of present era has created competitive environment for educational institutions. Reddy (2006, p 127) visualizes that "the principal is in a position to affect attitude, social climate morale, progress, cooperation and direction of efforts in secondary school" Consequently, effective management is pre-requisite for the quantitative expansion as well as qualitative improvement of education at school level. The present era of information technology has made the role of heads more complex

and crucial than ever before keeping in view the challenges of constantly changing scenario of the world in general and states in particular. Obviously, these changes enhanced th roles and responsibilities of the manager of secondary schools who has to play a vital role in the development of education in society. This challenging task cannot be accomplished unless and until required training facility is provided to the heads of secondary schools because heads of secondary school are supposed to maintain working environment so that desired output can be achieved by involving all stakeholders, particularly school staff (Jatoi & Hussain, 2010).

Recognizing the importance of community involvement in education sector, Government of Pakistan (NEP 2009, p.22) stated that "head teachers shall be trained in social mobilization to involve community effectively". In fact social mobilization is a decentralization of the decision making power at grassroots level. But the question is whether head can involve any community member in decision making process or not. Therefore, there is a need to understand the community, what are there needs, geographical conditions, literacy level, and awareness about importance of education. These all questions can be explored by providing required training facilities to the heads of the schools. This research was conducted to explore the roles and functions of heads of secondary schools, to assess the training requirements of heads for social mobilization so that community involvement can be enhanced in decision making in the schools in effective and efficient manners.

Objectives of the Study
The main objectives of this study were to:
1. Explore the roles and functions of heads of secondary school.
2. Assess training requirements of heads regarding social mobilization.
3. Suggest viable measures for designing their training in respect of establishing linkages with the community.

Significance of the Study
The study has significance for the heads of secondary schools to understand the parental involvement in the administrative matters of the school. This can only be done when heads may be able to conceive ways and means of community involvement. Social mobilization of the heads is pre-requisite for understanding the matters. School council is supposed to establish and develop linkages with community to increase enrolment, reduce dropout rate and enhance retention rate in the school. Community participation through school council and parent-teacher associations plays vital role for the development of secondary

education. Because effective involvement of the community is important for problem solving. Therefore, this study has also importance for all stakeholders i.e. parents, teachers, heads of secondary schools, local community leaders and even district managers for insight development about their multifarious roles and responsibilities in the development of secondary schools.

Literature Review

Concept of Educational Management

Educational management is basically an applied aspect of the basic concepts of management. Educational management is an indispensable instrument for the implementation of the national education policies at Federal, Provincial, district and institutional levels as to achieve pre-determined objectives of these policies. Therefore, now-a-days in developing societies, the need for educational management has been recognized as a vital tool. According to Macnee (2005, p. 16) "school management means distribution and supervision of the staff, teacher's records, classification of students examinations, time-tables, homework, parental cooperation. Whereas, Shami, and Waqar (2007, p. 2) define that, "management is a process designed to ensure clarity of goals and due cooperation, participation, interventions and involvement of all stakeholders to achieve goals and objectives efficiently".

According to Keating, and Moorcroft, (2006, p. 54) "School Based Management (SBM) needs to be conversant with the various change management tools which are now available to review, reflect, analyze, evaluate and plan for future school needs". Goel, (2005, p. 68) states, "school-based management requires a redesign of the whole school organization that goes far beyond a change in school governance authority over budget, personnel and curriculum". For smooth functioning authority can be used to introduce changes in school for increasing impact of teaching and learning process. The school's strategy for using its new power may be resources management which includes human, physical and financial, professional development of teachers and problem-solving, as well as in curriculum implementation and instruction; information about student performance, parent's community satisfaction, to help school-level managers for making informed decisions. The heads of secondary schools play various role which are interwoven with the functions and community interaction. Therefore, social mobilization regarding effective community involvement for problem solving and decision making is very important tasks for the heads because every member of the local community can not be involved in the matters of educational institutions. The heads are to be trained as per their job requirement

regarding roles, functions and social mobilization in order to save them from conflict with community.

Roles of Head of School

Interpersonal Role

Head of a secondary school is supposed to perform ceremonial nature tasks, such as morning assembly, sport functions and other curricular and co-curricular activities. Moreover, head is also responsible to work with subordinates and parents of the students. All these actions constitute the leader's role. Head of school supervises and motivates the subordinates to achieve desired objectives. This interpersonal interaction has manifold effects on the school performance.

Information Role

Head of secondary school receives information about policies rules and regulation from various departments and disseminates this information within the institution, departments and with other government agencies. Therefore, head has to store information in order to retrieve at appropriate time. Aremides (2000) defined that heads of school transmits information into the various departments and also receives. The educational institution are established for providing educational facilities to the community therefore, accurate information regarding community and schools to be shared so that with mutual understanding developmental work can be done. The effective linkages with community are to be maintained that is why training regarding social mobilization for maintaining relation with the community is to be assessed. .

Decisional Role

Head of secondary school has to initiate the steps to bring change and for implementation of required changes head usually assigns duties and responsibilities to teaching and non-teaching staff. It is further observed that heads of secondary schools as manager initiates change for the development of the institution. Draft (2003, p. 17) defines that manager "initiate improvement, identify new ideas, delegate idea responsibility to others". Head is supposed to respond not only to the various departments but also to public representatives. The manager involuntarily responds to the pressures. Head of educational institutions has to take corrective actions to resolve the disputes and crisis.

Functions of Heads of School

Head of school has to perform various functions for smooth functioning of the institution. The management process consists of four functions i.e. planning, organizing, leading, and controlling.

Planning

Planning is the process of selection of the best choice among different choices to achieve certain objectives with available resources some time in future. The planning process determines in advance what is to accomplish and how much time is required for the completion of the activities. Ideally, plans should be stated in specific terms in order to provide clear guidance to the subordinates. Planning for acquisition of relevant teaching and learning resources (including finance), preparing schemes of studies, timetables and schedules of activities, Involving teachers and students to achieve learning objectives, planning for curricular and co-curricular activities, arranging meetings with departments, staff and community and planning to acquire laboratory equipments. (UNESCO, 1993, pp. 24-27). Planning implies that Educational managers think through their goals and actions in advance, that their actions are based on some method, plan or logic. Plans give the institution its objectives and set up the best procedure for reaching them (Choudhury, 2001. p. 45).

Organizing

The process of maintaining relationship among human and physical resources to accomplish goals is called organizing. The head of institution is required to organize various activities in the school so that pre determined objectives can be achieved. At the outset, head must procure adequate furniture, equipment and instrument for the school. She/he has gets the old equipment and furniture repaired, set up libraries, workshops and other physical facilities in an effective and improved manner.

Leading

The process of influencing or directing the subordinates to achieve certain objectives within set parameters or system. The multitudes of topics are placed under this heading, including: motivation, leadership, communication, group dynamics power politics and corporate culture. Motivation is the willingness to put forth effort in pursuit of organizational goals. (UNESCO, 1993, pp. 25-27)

Furthermore, guiding the students in curricular and co-curricular activities is the prime responsibility of the head. In fact heads lead the teaching and non-teaching staff as facilitator for the accomplishment of tasks. Consultation with parents for educational developmental of their children is also made by heads. Therefore, community is motivated for the development of schools so that maximum benefit from availability of schools may be made. Head of school

communicates, discusses and motivates the staff for active participation in the teaching and learning process at institutional level. (UNESCO, 1993)

Controlling

The process of comparing actual performance with pre-determined standards, so that appropriate action can be taken is called "controlling". The management controls all the resources to ensure desired performance. Head of school ensures that classes are held regularly, heads also checks the schemes of studies and lesson plans of the teachers. Furthermore, head controls the activities by preparing the annual reports of the school. The examinations results are analyzed so that fair appraisal of all staff can be made. Decision-making for next year on the basis of evaluation of result, making request to department for providing better qualified teachers, presenting financial statements and reports to higher authorities, ensuring presence and punctuality of staff and pupils and taking stock of stores, equipment of the school and physical checking etc. (UNESCO, 1993)

The next section presents the research methodology undertaken to conduct the study. Design of the study included population and sample of the study, research instrument, validation of the research instrument, method of data collection. Data analysis and interpretation of data was made by using statistics. Moreover, method of applying inferential statistics has been explained on the basis of which logical conclusions were drawn.

Methodology

The study was conducted in Rawalpindi and Islamabad. There were 173 male and 122 female secondary schools in Rawalpindi district and 41 male and 50 female secondary schools in Islamabad in public sector. Out of 376 heads of secondary schools 178 (101 male, 77 female) were randomly selected as sample of the study for data collection. Research instrument was designed. Likert (five points) scale which included: Roles and functions of heads of secondary schools and in-service training needs regarding social mobilization, was used for responses.

Data Analysis and Interpretation

The analysis and interpretation of data was done by calculating percentages regarding roles and functions whereas chi-square was calculated of each and every statement about training requirements of heads. The demographic characteristics of the respondents are given below.

Table - 1
Demographic Characteristics of the Respondents

Variable	Category	Frequency	Percent
Gender	Male	101	56
	Female	77	44
	Total	178	100
Academic Qualification	M.A/M.Sc/M.Ed	153	85
	M.Phil	25	15
Teaching Experience	5-10	21	12
	11-20	125	70
	20-above	32	18
Management Experience	5-10	76	43
	11-20	36	20
	20-above	66	37

Table-1 shows that there were 56% male and 44% female respondents. Data illustrates that 85% heads had master degree along with M.Ed. Whereas 15% heads had M.Phil degree. The data further indicates that 70% heads of the schools had 11 to 20 years teaching experience, whereas 18% heads had more than 20 years teaching experience and 12% heads had 5 to 10 years teaching experience in their credit.

Data indicates that 43% heads had 5 to 10 years experience as head of secondary school, whereas 37% heads had more than 16 years management experience. Only 20% heads had 11 to 15 years management experience.

Table – 2
Interpersonal Role

S. No.	Statements	Yes (%)	No (%)
1.	Interaction with all stakeholders.	89	11
2.	Academic supervision of the teachers and students	89	11
3.	Establishing working linkages with all concerned	93	17
4.	Supervision and motivation of subordinates staff	85	15

Table 2 indicates that 93% heads were of the opinion that they had to establish working linkages with all concerned staff as well as with district managers, political leaders, community members and parents. 89% heads responded that their role was to interact with all stakeholders and provided academic supervision to teachers and students. 85% heads were of the opinion

that they were supposed to supervise and motivate the subordinates for the accomplishment of their assigned tasks. The data reflects that large majority of heads do emphasis on interpersonal role with their sub-ordinates and stakeholders.

Table – 3
Informational Role

S. No.	Statements	Yes (%)	No (%)
1.	Dissemination of information about students flow, teachers and availability of physical facilities.	94	6
2.	Information storage in order to retrieve at the time of need.	88	12
3.	Responsible to receive information regarding government rules from all concerned departments.	88	12
4	Providing information regarding academic performance of students	88	12

Table 3 illustrates that 94% respondents informed that they were supposed to disseminate information about students, teachers, and availability of physical facilities in the schools. 88% heads were of the opinion that they need to keep storage relevant information so that it could be retrieved at the time of need. Moreover they also received information about government, rules and regulations in addition to providing information regarding academic performance of the students.

Table – 4
Decisional Role

S. No.	Statements	Yes (%)	No (%)
1.	Decisions regarding assigning duties and responsibilities to the staff.	94	6
2.	Decisions to take actions to resolve conflicts among subordinates.	93	7
3.	Representation of the department	90	10
4.	Result based academic decisions	90	10

Table 4 shows that 94% heads respondents were of the view that they were supposed to take decision regarding assigning of duties and responsibilities to staff members. 93% heads informed that they had to take actions to resolve conflicts among subordinates. Similarly 90% heads represented their department and made result based academic decision in order to enhance the performance of the institution.

Functions of Heads of Schools

Heads of Secondary Schools performs various functions i.e. planning, organizing, leading and controlling the resources of the school in order to get desired outputs.

Table – 5
Planning Function

S. No.	Planning Activities at school level	Yes (%)	No (%)
1.	Design academic activities and timetables in order to implement curricula.	99	1
2.	Planning to involve teachers as well as students to achieve objectives.	98	2
3.	Planning for the proper implementation of curricular and co-curricular activities.	97	3
4.	Planning to have meetings with subordinates and community members.	95	5
5.	Setting targets for school.	93	7
6.	Planning for achieving teaching and learning material.	93	7

Table 5 illustrates that 99% heads informed that they designed academic activities and timetables in order to implement curricula in an academic year. 98% heads envisaged to involve teachers and students to achieve objectives. 97% heads were of the opinion that had to make plan for the proper implementation of curricular and co-curricular activities. 95% respondents had to arrange meetings with subordinates and community members to obtain pre-determined objectives. 93% heads fixed target for their schools and responsible for planning to achieve teaching and learning material in their schools.

Table – 6
Organizing Function

S. No.	Organization of the Activities at school level	Yes (%)	No (%)
1.	Arranging and assigning tasks to staff, according to planned activities.	98	2
2.	Assigning roles, responsibilities for teaching and learning activities.	96	4
3.	Establishing linkages with parents and community members	95	5
4.	Resources organization to launch planned activities.	93	7

Table 6 shows that 98% heads of secondary schools informed that they arranged and assigned tasks to staff, according to planned activities. Hence, 96% heads were of the opinion that they assigned roles, responsibilities for teaching and learning activities. 95% heads established linkages with parents and community members and 93% heads were of the view that they arranged resources to launch planned activities in their schools.

Table – 7
Leading Function

S. No.	Leading the Activities in school	Yes (%)	No (%)
1.	Leading and guiding the students regarding academic activities.	100	0
2.	Provision of guidance to teachers subordinates staff to achieve objectives.	97	3
3.	Consultation with stakeholder for the development of the institution.	97	3
4.	Motivating and encouraging the local community for sending their children in the school.	99	1
5.	Proper communication with staff member regarding government policies.	91	9

Table 7 indicates leading, directing function of heads of secondary schools, data indicates that 100% heads visualized that their job was leading and guiding the students regarding academic activities. 99% heads were of the opinion that they were supposed to motivate and encourage the local community for sending their children in the school. 97% heads thought that guidance to teachers subordinates staff to achieve objectives and consultation with stakeholder for the development of the institution were their function as leader. 91% heads thought that proper communication with staff member regarding government policies was their responsibility.

Table – 8
Controlling Function

S. No.	Controlling Activities at School Level	Yes (%)	No (%)
1.	Monitoring and controlling the resources for the proper implementation of programs	100	0
2.	Checking and monitoring lesson plans of the teachers.	97	3
3	Analyzing examination's results for controlling the performance of teachers and students.	97	3

4.	Consultation for taking rational decision-making.	96	4
5.	Ensuring proper utilization of available resources at school level.	95	5
6.	Evaluation/ performance appraisal of the staff,	90	10
7.	Reviewing the performance of the school to enhance quality of education.	88	12

Table 8 depicts that 100% heads of institutions were of the opinion that they monitored and controlled the resources for the proper implementation of the programs. 97% heads thought that checking and monitoring lesson plans of the teachers and analysis examinations results for controlling the performance of teachers and students were their controlling function. 96% heads of secondary schools were of the opinion that they had to consult all the staff members for taking rational decision making. 95% respondents were of the view that their responsibility was to ensure proper utilization of resources. Hence, 88% heads thought that review of the performance of the school to enhance quality of education was their controlling responsibility and arrangements are made for taking stock of stores, equipment of school and physical checking.

The data reflects that large majority of respondents needed in-service in social mobilization for effective involvement of community in problem solving at school level

Table – 9
Social Mobilization – Training Requirements

S.No.	Statements	Mean
1.	systematic parental involvement in academic matter of their children	5
2.	Identification of educational needs of local community	4.5
3.	Ways and means of establishing linkages with community	4.7
4.	Strategy of developing positive attitude of community towards educational institution	4.3
5.	Interpretation of education and creating awareness of importance of education among community members	4.7
6.	Enhancing capabilities for proper communication about government policies	4.6
7.	Procedure and techniques of proper utilization of school council members for problem solving	4.5
8.	Involvement of school council members in the development of educational, institutions	4.5

Table 9 shows that eight statements were framed about training requirements of heads of secondary school regarding social mobilization for effective involvement of the local community for the development of schools. The mean scores ranged 4.3 to 5 which indicated that heads of schools needed training for social mobilization including: systematic parental involvement in academic matter of their children, ways and means of establishing linkages with community, strategy of developing positive attitude of community towards educational institutions, interpretation of education and creating awareness of importance of education among community members, enhancing capabilities for proper communication about government policies, procedure and techniques of proper utilization of school council members for problem solving and involvement of school council members in the development of educational, institutions.

Discussion

The heads of secondary schools as managers play three important roles i.e. interpersonal, informational and decisional while performing their duties. Being heads of institutions they were supposed to interact with the people to accomplish tasks of the institutions. Therefore, they had to play interpersonal role by establishing working linkages with all stakeholders, i.e. staff, district managers, political leaders, community members and parents etc. Moreover, being academic leaders they provided academic supervision with proper motivation to their subordinates for the accomplishment of assigned tasks. Similarly, while performing informational role they were supposed to receive and disseminate information about government policies, students, teachers, and availability of physical facilities in the schools. It was also found that they had to take decision regarding assigning duties and responsibilities to staff members They further interact with the local community regarding educational progress of their children. Furthermore, they had to take actions to resolve conflicts among subordinates and represented their institutions in different organizations.

Heads of Secondary Schools perform various functions i.e. planning, organizing, leading and controlling the resources of the schools in order to get desired outputs. Being education managers they had to plan the activities which are to be performed in the academic year. Therefore, they designed academic activities and timetables in order to implement curricula. Heads envisaged involving teachers and students to achieve objectives so that proper implementation of curricular and co-curricular activities could be made. Therefore, they had to arrange meetings with the subordinates and the community members to obtain pre-determined objectives and targets so that optimal utilization of the resources could be done and performance of the schools as well

as of the students and teachers could be enhanced. They were also supposed for planning to achieve required resources for teaching and learning so that desired outputs could be achieved. The second function is to organize the resources for the activities which had already been planned. They arranged and assigned roles, responsibilities and various tasks to staff members for teaching and learning activities. The educational tasks of the institutions could not be accomplished without participation of community members, parents and other stakeholders, therefore heads were supposed to establish linkages with all concerned so as to arrange resources to launch planned activities in their schools. It is also a fact that monitoring, supervision and proper guidance are pre-requisite in order to enhance efficiency of the employees. For leading the team heads of schools were supposed to motivate, encourage and influence the people so that they could be involved for educational development. The fourth function of the manager is controlling. Heads had to monitor and control the resources for the proper implementation of programs. Performance appraisal, review of examinations results, consultation with all the staff members for taking rational decisions to ensure proper utilization of resources, all these tasks of controlling function of heads to enhance quality of education. As community is the beneficiary of the educational facilities located in their areas therefore, heads are supposed to interact with the community that is why social mobilization is essential for the heads so that they would be able to get benefits of the community involvement in the schools.

The data reflects that large majority of the heads were performing management tasks but they needed in-service managerial training regarding social mobilization for effective involvement of the local community for the development of schools. This included: systematic parental involvement in academic matters, conceiving ways and means of establishing linkages with the community, Strategy of developing positive attitude of community towards education, Interpretation of education and creating awareness of importance of education among community members, enhancing capabilities for proper communication about government policies, procedure and techniques of proper utilization of school council members for problem solving so that development of educational institutions could be made without any hindrance.

Conclusions

It was concluded that heads of secondary school play vital role for the development of secondary education, which contributes for the socio-economic growth of the country. Secondary education is a sub-sector of education system that on the one hand provides middle level workforce for the economy and on the other hand students for higher education. The heads of secondary school while performing managerial roles, i.e. interpersonal, informational and decisional to

handle administrative and academic matters of the school could produce human capital in the country. Furthermore, by planning, organizing, leading and controlling the resources for the institutions they would be able to maximize the outputs. Hence, they needed training in social mobilization for effective involvement of community. The heads of secondary schools are supposed to play various roles i.e. informational, decisional, and interpersonal while performing functions, planning, organizing, leading and controlling. All these roles and functions are interwoven with each others. Similarly these roles and functions have direct or indirect effect on the local community because all educational activities are arranged in the schools for the children of the community therefore social mobilization of heads of the schools is pre-requisite for effective involvement of the community in decision making at school level. So that desired objectives could be achieved.

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