



Relationship between Administrators' Skills and Human Resource Utilization

Fozia Azam^{a*}, Kausar Hussain^b, Iftikhar Ahmad^c, Muhammad Zubair Salman^d, Saira Murad^e

^aPrincipal GGHSS Khazana Dheri Mardan, E & SE Department, Government of Khyber Pakhtunkhwa.

^bLecturer in Education Department, University of Chitral. ^{c,d,e}M. Phil Scholar, Department of Education, Abdul Wali Khan University Mardan.

*Email: foziaazam68@gmail.com

Abstract: This study aimed at the investigation of the Role of the Administrator in the Utilization of Human Resources in Education Department". Non-probability purposive sampling technique was used for selection of sample. The objectives of the study were to diagnose factors inhibiting administrative practices/work performance of the administrators, identify the loopholes in the human resource utilization in education and find out relationship between administrative practices and human resource utilization in Education Department. Research questions were formulated for the study. The population of the study was all administrative staff of education office district Mardan. The sample of the study was both male and female management staff in District Mardan. Data were collected through a self-designed questionnaire from sample. Analysis was made through Mean, Standard Deviation. The study explored that administrators play a significant role in the utilization of human resources. This result was acquired via a measure focusing on the specialized leadership skills used in in the utilization of human resources. This finding furnishes support for policy initiatives designed to improve in the utilization of human resources by enhancing administrators' leadership skills. Findings further revealed that the present situation is not up to the mark and needs special attention. It was also found that there was significant difference in the male and female administrators in the utilization of human resources. Based on these findings, it is recommended, among others; that administrators must be given trainings, attend periodic seminars, workshops, professional development training and management training to equip themselves with leadership and management skills for the better utilization of human resources.

Key words: Administrative practices, Leadership skills, Human resources

1. Introduction

Leadership is the capacity of an individual to impress others in the organization for the achievement of the aims, objectives and goals. It is the ability of the leader how to form objectives, how to make plans, how to organize institutional matters, how to develop personnel, how to give directions, how to coordinate with co-workers for the betterment of organization, how to reports his seniors and sub-ordinates, how to control matters regarding employees' development and organizational growth and how to prepare budget yearly which shows incomes and expenses of the whole year. Leader has some special expertise in making genuine decisions, in communicating with others properly, and in leading others skillfully. He knows how to settle skirmishes among personnel. He has the

combination of so many virtues and he has the ability to use these virtues for the goodness of community, employees and institution.(Arong & Ogbadu, 2010). Excessively bureaucratic nature, Red Tapism, Formalism, Unresponsiveness, Despotism, Self-aggrandizement, Corruption, Yes man ship, Aloofness, Nepotism Favoritism, Frustration, blockage of promotion, political interference, incompetency, misuse of power, lack of cooperation, lack of coordination, lack of team spirit, jealousy, arrogance, lack of trainings, no accountability, no follow up of training, and dictatorship style of administration inhibit administrative practices.

Management is not store of dry bones but it is a group of living people who work for the benefits of each other and particularly for the welfare of whole humanity. It is a place of work where people meet, associate and discuss matters with one another. It is the duty of the leader to provide better atmosphere for working relationship among employees. Leader can bring transformation in organization and in personnel, can develop monetary position of others, strengthen the economic position of institution, and can benefit whole society through his/her strong commitment and management skills(Groom. 2010). Administrator is the person who guides human resources on the right path towards the attainment of organizational objectives. He provides guidance to human resources for the completion of a task. He must be the compendium of some virtues Ostrategies for the implementation of rules and regulations, for the utilization of employees, for giving job satisfaction to employees, for the motivation of followers, for the evaluation of organizational performances, for making proper and timely decisions, and for establishing relations with the members of society for the better achievement of goals in institution (Grohol, 2010).

Human resource manager offers his/her services while making appointments of personnel, compensating the workers, benefiting employees, making assessment and accountability of all matters, guiding the new comers in the institution, developing organizational performances, making the availability of trainings for the grooming and skill development of the young ones, managing skillfully all types of activities, coordinating and communicating for the achievement of organizational goals, and properly making plans for the administrative activities because it is the soul of organization and as necessary for institution as oxygen is essential for human beings.What has been lacking over the years, however, has been a systematic process for (a) quantifying the economic contribution of these services and (b) evaluating how well these services meet the expectations of the human resources or stakeholders served and using that information to make improvements(Beer & Rossouw, 2012).

Human resources are the people who provide stuff for operation of an organization. According to Olagboye (2004), the manpower and understanding, competencies and attitudes, behavior and interests form resources. Okwori (2006) approved the notion of Olagboye (2004) and further reported that know-how, proficiency and abilities in the domains of technological, perfunctory, administrative, and societal and other are as strongly on hand for utilization in public and financial institutions make up human resources. As human beings need air for survival, similarly institution needs personnel for development and growth. Institutions are run by skilled and experienced people and it is the basic requirement of an institution to bring good and skilled personnel for operational purposes. They bring betterment in institutional functions...Personnel development and promotion in institutions are very necessary, for preparation and operation of staff for better use of human resource (Dessler. 2012). The utilization of Human Resources in an organization involves guidance, employment, encouragement and other motivational techniques. On job trainings are very necessary for new personnel to get new skills. When the training is complete, they are deployed at specific places as per condition and according to the type of skills they have acquired during the course of their grooming. The process of utilization of human resources is an on-going process (Sdrolas & Aspridis, 2013).

1.1 Research Questions

1. What are the factors that have effects on administrative performance of the administrators?
2. What are the areas that are mismanaged concerning human resource utilization in Education Department?
3. What is the impact of organizational functions on the utilization of personnel?

2. Literature Review

Good administrators are silent leaders. They communicate with people. They are being a good role model, being dependable, and being trustworthy. Their strengths dominate over their weaknesses. They have healthy self-esteem and admit their mistakes. They believe in assertiveness, delegating, team building, effective communication and

employees' development. They are always personalities who can walk even when situation is adverse and more often than not, they have to emerge out and make an effective panorama for the cause they are administering. Therefore, the pressure would always be placed upon them. It can be said that it is their capacity of handling pressure of all odds and emerging out strong and clear, which gets them noticed and recognized as administrators (Hussain, 2010). According to Lopez (2006) an administrator has the ability to organize the activities of the personnel and enhance their skills through training in a very proper way. The organization of resources and making programs for catching the attention of the employees for the better use of them to further strengthen the position of organization has paramount importance. It is the quality of the administrator to rejuvenate the energies of the co-workers for better working in organization and to remove all kinds of obstructions for the development of the employees and growth of the institution. The provision of the skilled personnel to the organization for the attainment of pre-determined goals is very important. It is the responsibility of the leader to energize the employees and get the organizational objectives (Baker, 2011).

There are different golden sayings of different scholars of the world about administrators and administration. Napoleon Bonaparte (1789) is of the opinion that an administrator is not trader in reality. Administration is a process of persuasion (an act of convincing/influencing) or example by which an individual motivates a group to pursue objectives held by the administrator or shared by the administrator and his / her followers (Cooper, 2009). Administrators are pioneers. They continue their struggle for the betterment of society and people. They provide guidance to the new comers in organization and take them towards their achievement in their respective areas and discipline. They provide the opportunities for getting promotion and job satisfaction (Bono, 2003). Muller et al. (2009) reported that administrators eventually require designing and implementing a system to help human resource throughout their career deal more efficiently with transformation. This study found the want for a motivational incentive system to be created in each organization that enclosed the following five systems to help augment human resource utilization: work system, administration system, prize system, professional progress system, and social system. The work system would include clear job definitions and descriptions, better communication of expectations, organizational structures, and suitable mission and vision statements. The administration system would need a framework for support and distributive administrative opportunities. Prize systems have a process for feedback, competitive salaries, elastic and attractive working conditions, and job sovereignty. The professional progress system includes individualized training to meet the needs of human resource and high standards for human resources to remain highly qualified (Pitsoe, 2005).

2.1 Qualities of Effective Administrator

Vecchio (2003) reported that the administrator should not behave like dictator but be communicative, and participatory, so that all human resource in organization respect and value each other as whole human beings. Means-Sensitive- it means that ethical consideration should be kept in mind and do not become avaricious and opportunist to grind your own nest. Giving respect to fair means is the gateway for the achievement of objectives and utilization of human resource (Gilley, Dixon, & Gilley, 2008). Shield and Sayani (2005) studied styles of administration are directing, coaching, supporting, delegating, strict or despotic. Commanding personality always keeps authority with him. His style of administration is dictatorial, so he is not consulting with others but impose his own decision upon others if they are happy or not and he does care for these things. He compels his subordinates to bow their heads before the commandments of him. But in contrast to dictatorial, there is participatory style of administration, which builds up confidence of the subordinates and musters up their courage for the benefit of organization and achievement of goals. In time information is given to all staff members. There is another form of administration which gives full freedom and does not interfere in their matters but only provides them guidance. They want involvement in decision making. Directing styles of administration define roles and task, supervises closely and decisions are made only by the administrator, and there is One- way communication. The idea behind it is, "I tell, you listen". Coaching Style administrator gives value to proposals of the subordinates. Building team and creation of team making spirit is the quality of supportive style of management (Bennett, Woods, & Harvey, 2003).

Hazy (2006) is of the opinion that democratic administrator believes in equality and is a calm and dignified person. He/she is not rude with others, is not oppressive and coercive, and does not call names to others, he is a counselor.

He/she trains his/her team when facing problem, rather than shouting on others, he/she is training his/her team and struggling for the educational and professional development. Then he is respected by all. He /she are acknowledged by staff as a good administrator. He encourages employees on noble works and appreciates him or her. Never, ever, humiliate anyone in public if his/her team has done something wrong, he/she is showing strong patience, especially in public. Otherwise they will keep it in heart and work will suffer. He/ she criticize very politely. He/she is feeling for others, and advising him/her softly. He/she doesn't put burden on his/her employees, talks to people, agree with People, makes people feel important, presents thanks to People, praises People, skillfully listen to people, and convince people. In delegate style of administration, the opinions of the personnel are respected and their services are hired by the administrator when wanted (Kafka, 2009).

2.2 Characteristics of Successful Leader

Grojen (2004) said that leader has the power of authority. He is the one who shows others the way and guides them to achieve their common objective. He is the symbol of physical and mental strength; and high moral character. He has the ability to find new solutions to sudden or emergent problems and the charisma that forces others to accept him as a leader. He has vast knowledge, fairness in attitude and sublimity in dealings. He has enthusiasm to work for the common welfare. He should be able to take right decisions and then implement them in institution. He chooses a team of qualified personnel, develops them as per the requirements of the organization and trust them and pays the adequately (Brown, Trevino & Harrison, 2005). Ancona (2006) presented the characteristics of a leader are: Sincerity- no deception, Unfeigned- actions speak louder than words. Wholehearted- Be enthusiastic and committed to life and everything, Honest- no fraud, Hearty. He must be mirror of integrity, humbleness, meekness, humility and self-effacement; purity virtuousness, committed and courteous.

2.3 Factors preventing Administrative Practices

The internal irons of an organization may prevent the following of the best process. It has been shown by research that an organization includes some factors which hamper the open disagreement of assured issues, and which engender a confrontation or feeling of conflict to change. These are social restrictions, administrative styles, pressure groups counting awareness of public opinion and concerned group, and departure from well-known methods. Intellectual weakness, sweeping statement, over-confidence on personal experience and predetermined ideas are the common errors in decision making (Bono, 2003).

2.4 Human Resource

Proper use of employees in department or in institution comprises preparation, placement, promotion and other motivational techniques. On job trainings are very necessary for new staff to gain new skills. When the training is complete, they are deployed at specific places as per requirement and according to the type of skills they have acquired during the course of their education and training. The process of utilization of human resources continues during the entire length of the job (Gilley, Dixon, & Gilley, 2008). Human resources are valuable resources. Apart from giving them the required training to develop in them the skills to perform certain tasks, it is absolutely necessary to keep them in a happy frame of mind, so that they experience what is known as job satisfaction. This can be ensured by adopting motivating techniques. Motivation is one of the most important parts of Human resource utilization, and involves giving benefits and reward to the Human resource in addition to advocate remuneration or regular salary for the job. Giving a promotion after a specific period makes the Human resource feel that his/her work is being appreciated. The Human resource willingly assumes higher responsibility. Annual increment is another way of motivating the staff. Some organizations give higher designation to staff after some duration of time. This makes them feel important. Many perks like house rent allowance, conveyance allowance, free accommodation, transport allowance, medical allowance and leave travel concession to various types of jobs which motivate people to put in more efforts in their work. Human resources' physical fitness and mental relaxation bring goodness in their performance (Gilley, Dixon, & Gilley, 2008).

3. Research Methodology

3.1 Population

All Headmistresses and Principals of thirty one female Government High schools and all management female officers (District Education Officer, Sub Divisional Education Officer, and Assistant District Education Officers) of the department of the education in district Mardan constituted the population of the study.

3.2 Sample

Non-Random purposive sampling techniques were used by the researcher for selection of schools, while random sampling techniques were used for selection of Heads of the schools and district management officers. Thirty eight (38) Headmistresses, one (1) District Education Officer, two (2) Sub Divisional Educational Officers, and twelve (12) Assistant District Education Officers of the department of education constituted the sample of the study. 62% sample was taken from female heads of female schools while 50% sample was taken from management because only female officers were taken as sample of the study in district Mardan.

3.3 Instrument

For gaining data from the concerned respondents in schools and female District Education Office, the researcher administered a research tool in the form of questionnaire. In order to test the validity and reliability of the research tool, pilot study was conducted and data were gathered from ten (10) female heads of institutions and four (4) female management officers in the department of education in district Mardan. A large number of amendments were made in tool, making the language of the tool easy, some items were excluded and some items as directed by the supervisor were included. After refinement in research instrument, it was served to target the Population for gathering of Data.

3.4 Data Collection

Data were collected through questionnaires by visiting the sample population.

4. Data Analysis

4.1 The Role of Administrator's Qualification in Human Resource Utilization

Table 1: The role of administrator's qualification in human resource utilization

Variable	Mean scores	Std deviation
Qualification	1.98	.415
HRU	13.39	3.90

The table shows the mean scores for the qualification of the administrators in the organizations. This table contains on two items qualification and HRU. The mean scores of these items are 1.98 and 13.39 respectively, while the std deviation of these items are .415 and 3.90. All these descriptions illustrate that the respondents were strongly agreed with the statements that qualification of the administrators enhances the work performance of the organization. The data collected were not more disperse as shown by the std deviation value.

4.2 Relationship between Qualification and Human Resource Utilization

Table 2: Relationship between qualification and human resource utilization

Demographic Variables	Mean scores	Std deviation	r	Sig
Qualification	1.98	1.15	.715	.05
HRU	13.39	3.90		

The above table shows the role of qualification of administrators in human resource utilization. The mean score for

qualification is 1.98 with std deviation 1.15 and for human resource utilization the mean scores is 13.39 with std deviation 3.90. The correlation b/w the variables as shown by r value are .715 which is significant at the .05 which is equal to 0.05. The Pearson value .715 shows that there is a strong positive relationship between qualification of the administrators and human resource utilization.

4.3 The Role of Administrator's Experience in Human Resource Utilization

Table 3: The role of administrator's experience in human resource utilization

Variable	Mean scores	Std deviation
Experience	1.58	.602
HRU	13.39	3.90

The table shows the mean scores for the qualification of the administrators in the organizations. This table contains on two items qualification and HRU. The mean scores of these items are 1.58 and 13.39 respectively, while the std deviation of these items are .602 and 3.90. All these descriptions illustrate that the respondents were strongly agreed with the statements that experience of the administrators enhances the work performance of the organization. The data collected were not more disperse as shown by the std deviation value.

4.4 Relationship between Administrators' Experience and Human Resource Utilization

Table 4: Relationship between administrators' experience and human resource utilization

Demographic Variables	Mean scores	Std deviation	r	Sig
Experience	1.58	.602	.217	.04
HRU	13.39	3.90		

The above table shows the role of experience of administrators in human resource utilization. The mean score for qualification is 1.58 with std deviation .602 and for human resource utilization the mean scores is 13.39 with std deviation 3.90. The correlation b/w the variables as shown by r value are .217 which is significant at the .04 which is low than 0.05. The Pearson value .217 shows that there is a weak positive relationship between experience of the administrators and human resource utilization.

4.5 The Role of Administrator's Bureaucratic Nature in Human Resource Utilization

Table 5: The role of administrator's bureaucratic nature in human resource utilization

Items No	Mean Scores	Std deviation
1	4.45	.604
2	4.75	.434
5	4.32	.634
17	4.41	.633
25	4.15	.504
Cumulative	22.45	1.18

The table shows the mean scores for the bureaucratic nature of the administrators in the organizations. This table contains on five items 1, 2, 5, 17 and 25. The mean scores of these items are 4.45, 4.75, 4.32, 4.41, 4.15 respectively and the cumulative mean score of these five items is 22.45, while the std deviation of these items are .604, .434, .634, .633, and .504. The cumulative value of std deviation of these items is 1.18. All these descriptions illustrate that majority of the respondents were strongly agreed with the statements that bureaucratic nature of the administrators hinder the work performance of the organization. The data collected were not more

disperse as shown by the std deviation value.

4.6 Mismanagement of the Administrators Hinders Human Resource Utilization

Table 6: Mismanagement of the administrators hinders human resource utilization

Items No	Mean Scores	Std deviation
3	1.91	1.04
4	1.81	.921
7	1.62	.813
10	2.71	1.24
19	1.35	.522
Cumulative	9.41	1.57

This table contains on five items 3, 4, 7, 10 and 19. The mean scores of these items are 1.91, 1.81, 1.62, 2.71, and 1.35 respectively and the cumulative mean score of these five items is 9.41, while the std deviation of these items are 1.04, .921, .813, 1.24, and .522. The cumulative value of std deviation of these items is 1.57. All these descriptions illustrate that majority of the respondents were strongly agreed with the statements that mismanagement of the administrators hinders the administrative practices of the organization. The data collected were more disperse as shown by the std value.

4.7 The Role of Power Hunger of Administrators' Inhibiting Human Resource Utilization

Table 7: The role of power hunger of administrators' inhibiting human resource utilization

Items No	Mean Scores	Std deviation
6	3.88	.869
8	3.98	.920
9	1.88	.800
15	4.00	.808
20	1.69	.540
Cumulative	15.36	1.72

This table contains on five items 6, 8, 9, 15 and 20. The mean scores of these items are 3.88, 3.98, 1.88, 4.00, and 1.69 respectively and the cumulative mean score of these five items is 15.36, while the std deviation of these items are .869, .920, .800, .808, and .540 and the cumulative value of std deviation of these items is 1.72. All these descriptions illustrate that majority of the respondents were strongly agreed with the statements that mismanagement of the administrators hinders the administrative practices of the organization. The data collected were more disperse as shown by the std deviation value.

4.8 The Role of Administrators' Loopholes Inhibiting Human Resource Utilization

Table 8: The role of administrators' loopholes inhibiting human resource utilization

Items No	Mean Scores	Std deviation
11	1.71	.817
12	2.11	1.25
13	1.79	.599
14	1.66	.807
23	1.64	.653
Cumulative	8.92	1.63

This table contains on five items 11, 12, 13, 14 and 23. The mean scores of these items are 1.71, 2.11, 1.79, 1.66,

and 1.64 respectively and the cumulative mean score of these five items is 8.92, while the std deviation of these items are .817, 1.25, .599, .807, and .653 and the cumulative value of std deviation of these items is 1.63. All these descriptions illustrate that majority of the respondents were strongly agreed with the statements that loopholes of the administrators hinders the administrative practices of the organization. The data collected were slightly dispersed as shown by the std value.

4.9 The Role of Lack of Trainings Inhibiting Human Resource Utilization

Table 9: The role of lack of trainings inhibiting human resource utilization

Items No	Mean Scores	Std deviation
16	1.62	.527
18	1.47	.575
21	1.50	.541
22	3.88	.750
24	2.69	1.27
Cumulative	11.1	1.78

This table contains on five items 16, 18, 21, 22 and 24. The mean scores of these items are 1.62, 1.47, 1.50, 3.88, and 2.69 respectively and the cumulative mean score of these five items is 11.1, while the std deviation of these items are .527, .575, .541, .750, and 1.27 and the cumulative value of std deviation of these items is 1.78. All these descriptions illustrate that majority of the respondents were strongly agreed with the statements that lack of trainings hinder the administrative practices of the organization. The data collected were slightly dispersed as shown by the std deviation value.

4.10 The Role of Cascading of Trainings Inhibiting Human Resource Utilization

Table 10: The role of cascading of trainings inhibiting human resource utilization

Items No	Mean Scores	Std deviation
31	1.32	.427
32	1.27	.375
33	1.25	.341
34	3.44	.450
35	2.32	.272
Cumulative	9.10	1.86

This table contains on five items 31, 32, 33, 34 and 35. The mean scores of these items are 1.32, 1.27, 1.25, 3.44, and 2.32 respectively and the cumulative mean score of these five items is 9.10, while the std deviation of these items are .427, .375, .341, .450, and .272 and the cumulative value of std deviation of these items is 1.86. All these descriptions illustrate that majority of the respondents were strongly agreed with the statements that lack of cascading of trainings hinder the administrative practices of the organization. The data collected were slightly dispersed as shown by the std deviation value.

4.11 Relationship between Power Hunger and Human Resource Utilization

Table 11: Relationship between power hunger and human resource utilization

variables	Mean scores	Std deviation	R	Sig
PH	15.3	1.72	.897	.01
HRU	9.41	1.54		

Correlation is significant at the 0.05 level

The above table shows the role of power hunger of administrators in human resource utilization. The mean score for power hunger is 15.3 with std deviation 1.72 and for human resource utilization the mean scores is 9.41 with std deviation 1.54. The correlation b/w the variables as shown by r value are .897, which is significant at the .01 which low than 0.05. The Pearson value .897 shows that there is a very strong positive relationship between power hunger and human resource utilization

4.12 Relationship between Training/Promotion and Human Resource Utilization

Table 12: Relationship between training/promotion and human resource utilization

variables	Mean scores	Std deviation	R	Sig
TP	11.1	1.78	.238	.090
HRU	9.41	1.54		

Correlation is significant at the 0.05 level

The above table shows the role of training/promotion in human resource utilization. The mean score for training/promotion is 11.1 with std deviation 1.78 and for human resource utilization, the mean scores is 9.41 with std deviation 1.54. The correlation b/w the variables as shown by r value is .238 which is not significant at the .09 which is higher than 0.05. The Pearson value .238 shows that there is a weak positive relationship between training/promotion and human resource utilization.

4.13 Findings

Major findings of the study were;

1. The mean scores of qualification and human resource utilization are 1.98 and 13.39 respectively, while the std deviation of these items are .415 and 3.90. This demonstrated that qualification has strong positive relationship with utilization of human resources (Table 4.1).
2. The mean score for qualification is 1.98 with std deviation 1.15 and for human resource utilization the mean scores is 13.39 with std deviation 3.90. The correlation b/w the variables as shown by r value are .715 which is significant at the .05 which is equal to 0.05. The Pearson value .715 showed that there is a strong positive relationship between qualification of the administrators and human resource utilization (Table 4.2).
3. The mean scores of experience and human resource utilization are 1.58 and 13.39 respectively, while the std deviation of these items are .602 and 3.90. This demonstrated that experience has strong positive relationship with utilization of human resources (Table 4.3).
4. The mean score for experience is 1.58 with std deviation .602 and for human resource utilization the mean scores is 13.39 with std deviation 3.90. The correlation b/w the variables as shown by r value are .217 which is significant at the .05 which is equal to 0.05. The Pearson value .217 showed that there is a weak positive relationship between experience of the administrators and human resource utilization (Table 4.4).
5. The mean scores of items are 4.45, 4.75, 4.32, 4.41, 4.15 respectively and the cumulative mean score of these five items is 22.45, while the std deviation of items are .604, .434, .634, .633, and .504. The cumulative value of std deviation of these items is 1.18. This demonstrated that bureaucratic nature of the administrators hinders the work performance of the organization (Table 4.5).
6. The mean scores of items are 4.45, 4.75, 4.32, 4.41, 4.15 respectively and the cumulative mean score of these five items is 22.45, while the std deviation of items are .604, .434, .634, .633, and .504. The cumulative value of std deviation of these items is 1.18. This demonstrated that mismanagement of the administrators prevents the work performance of the organization (Table 4.5).
7. The mean scores of items are 4.45, 4.75, 4.32, 4.41, 4.15 respectively and the cumulative mean score of these five items is 22.45, while the std deviation of items are .604, .434, .634, .633, and .504. The

cumulative value of std deviation of these items is 1.18. This demonstrated that power hunger of the administrators hamper the work performance of the organization (Table 4.5).

8. The mean scores of items are 4.45, 4.75, 4.32, 4.41, 4.15 respectively and the cumulative mean score of these five items is 22.45, while the std deviation of items are .604, .434, .634, .633, and .504. The cumulative value of std deviation of these items is 1.18. This demonstrated that loopholes of the administrators slow down the administrative practices of the organization in the utilization of human resource (Table 4.5).
9. The mean scores of items are 4.45, 4.75, 4.32, 4.41, 4.15 respectively and the cumulative mean score of these five items is 22.45, while the std deviation of items are .604, .434, .634, .633, and .504. The cumulative value of std deviation of these items is 1.18. This demonstrated that lack of trainings restricts the organizational tasks of the organization (Table 4.5).
10. The mean scores of items are 4.45, 4.75, 4.32, 4.41, 4.15 respectively and the cumulative mean score of these five items is 22.45, while the std deviation of items are .604, .434, .634, .633, and .504. The cumulative value of std deviation of these items is 1.18. This demonstrated that blockage of promotion limits the human resource performance (Table 4.5).
11. The mean score for bureaucratic nature is 22.45 with std deviation 1.15 and for human resource utilization the mean scores is 13.39 with std deviation 3.90. The correlation b/w the variables as shown by r value is .318 which is significant at the .02 which is low than 0.05. The Pearson value .318 shows that there is a moderate positive relationship between bureaucratic nature and human resource utilization. This demonstrated that bureaucratic nature hinders administrative activities moderately (Table 4.11).
12. The mean score for mismanagement is 9.41 with std deviation 1.97 and for human resource utilization the mean scores is 9.41 with std deviation 1.54. The correlation b/w the variables as shown by r value is -.202 which is not significant at the .14 which is higher than 0.05. The Pearson value -.202 shows that there is a weak negative relation between these two variables- mismanagement on the part of administrators and human resource utilization. This demonstrated that mismanagement impedes organizational performance positively (Table 4.12).
13. The mean score for power hunger is 15.3 with std deviation 1.72 and for human resource utilization the mean scores is 9.41 with std deviation 1.54. The correlation b/w the variables as shown by r value are .897, which is significant at the .01 which low than 0.05. The Pearson value .897 shows that there is a very strong positive relationship between power hunger and human resource utilization. This demonstrated that power hunger inhibits administrative acts strongly (Table 4.13).
14. The mean score for training/promotion is 11.1 with std deviation 1.78 and for human resource utilization, the mean scores is 9.41 with std deviation 1.54. The correlation b/w the variables as shown by r value is .238 which is not significant at the .09 which is higher than 0.05. The Pearson value .238 shows that there is a weak positive relationship between training/ promotion and human resource utilization. This demonstrated that lack of training and promotion hinder administrative functions (Table 4.14).

5. Recommendations

1. Results of the study illustrated the importance of the qualification of the administrator, that the more qualified the administrator/principial is, the more he/she will utilize the human resources properly. Therefore the it is recommended that highly qualified persons should be recruited as administrators/ principals for the proper utilization of human resources for the achievement of organizational goals.
2. It is further recommended that experience plays a very important role in administrative practices, so well experiences and veteran and dynamic personalities should be selected as administrators for the proper utilization of human resources for the gaining predetermined objectives and goals. Professionalism, specialization and experience should be preferred over general education.
3. Results of the study indicated that bureaucratic nature of the administrators is not liked by the personnel and it halts the activities of organization, so it is recommended that there should be decentralization of power and

authority in education department, so that sub-leaders realize their responsibilities and the top management may relieve from over-burdeness.

4. Results of the present study showed that mismanagement hinders all administrative functions in organization. There is a need to reform the training system and should be made more effective and result-oriented within resources. Therefore it is recommended that the principle of accountable- management should be introduced in the administrative structure. The techniques of job-analysis, job-appraisal and job-evaluation are the proper methods to make accountable the administrators. Moreover, the accountability, through public open kuchary, public meeting and stern legislature are the more appropriate methods.
5. Strong positive relationship was showed by the results of the study on human resource utilization, so it is recommended that greed for power, lust for power and self aggrandizement may be removed by the administrators but consider it as a sacred trust of Allah what they have in the present form. Power is intoxicating, so it is recommended that power should not make administrators intoxicated.
6. It was showed by the results of the study that political influence over administrators must be eradicated. They may not be made tools and stooges in the hands of political parties and make above the party-politics. They should be selected and promoted on the basis of intrinsic merit. Neither appointment should be ade on the basis of political affiliation nor political favorite be given high place in administrative structure of education department.
7. On the basis of study results it is recommended that the high handedness of the administrators should be controlled through a sound system of education and trainings. The administrators should be trained in such a manner that they give up jealousy, personal bias, arrogance, nepotism, favoritism, corruption and other evils because for those they are earning by underhand means, are rejected and humiliated by them in the long run.
8. In the light of the results it is recommended that Human Resources should be given refresher courses according to new and latest technologies to equip them with modern techniques to serve the humanity in a better way. The administrators should adopt Islamic leadership and leave the spirit of materialism for the proper utilization of human resources for the optimal achievement of organizational goals and aims.

References

- Adair, J. (2012). *Leadership and Motivation-The fifty - fifty rule and the eight key principles of motivating others*. London: Kogan Page.
- Akomolafe C.O. (2006). Principals Managerial Abilities as Delegators in Secondary School in Nigeria. *Pakistan Journal of Education*. 23(1)79-87.
- Ancona, D., Malone, T., Orlikowski, W., & Senge, P. (2006). *4 Capabilities Leadership Framework*. MIT Sloan Leadership Center, Available: <http://mitleadership.mit.edu/r-dlm.php>
- Armstrong, M. (2012). *Armstrong's handbook of Human Resource Management Practice*. London & Philadelphia: Kogan Page.
- Baker, L. M. (2011). *The Relationships between Leadership Practice and Teacher Motivation, Capacity, and Work Setting as Related to Change in Literacy Instructio*. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.
- Barker, B. (2011). Do leaders Matter? *Educational Review*, 53(1), 65-76.
- Bass, B. M., & Riggio, R. E., (2006). *Transformational leadership*. 2nd ed. New York: Psychology Press.
- Beach, D.M. and J. Reinhartz, (2000). *Supervisory leadership: Focus on instruction*. Boston: Allyn and Bacon.
- Brewster, C., Sparrow, P., and Vernon G., (2007). *International Human Resource Management*, 2nd edition, London: CIPD.
- Brown, M. C., Trevino, L. K., & Harrison, D.A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97, 117-134.
- Calabrese, R. L., & Roberts, B. (2001). The promise forsaken: Neglecting the ethical implications of leadership. *International Journal of Educational Management*, 15(6), 267-275.
- Chan Yuen, F. and S. Gurnam Kaur, (2009). Leadership characteristics of an excellent principal in Malaysia. *International Education Studies* November, 2(4): 106-116.

- Cubiszyn, T., & Borich, G. (2003). *Educational testing and Measurement, Classroom Application and practice* (7th ed.). New York, New York, USA: John Wiley sons.
- Daresh, J.C., M.W. Gantner, K. Dunlap and M. Hvizdak, (2000). Defining preparation and professional development for the future. *Educational Administration Quarterly*, 38(2): 233-256.
- Daft, R. L. (2008). *Leadership Theory and Practice*. Orlando: Harcourt Brace College Publishers.
- Dokos, Th., (2013). "Utilization of human resource", Kathimerini, 3-7-2013 (in Greek). English,
- Eyal, O., & Kark, R. (2004). How do transformational leaders transform Organizations: A study of the relationship between leadership and entrepreneurship? *Leadership and Policy in Schools*, 3(3), 211-235.
- Fagri, S. O. (1983). *A Study of In-service Training*. Lahore, Punjab, Pakistan: The Book House.
- Fullan, M. (2002). *The Change Leader. Educational Leadership*, 59(8), 16-21.
- Gamage, D., D. Adams and A. McCormack,(2009). *How does a school leader's role influence student's achievement?* A review of research findings and best practices. NCPEA.
- Griffith, J. (2001). Principal leadership of parent involvement. *Journal of Educational Administration*, 39(2), 162-186.
- Gilley, A. (2005). *The manager as change leader*. Westport, CT: Praeger. Texas Tech University, Bruce Sifrit, December 2012
- Hazy, J. K. (2006). Measuring leadership effectiveness in complex social-technical systems. *ECO issue*, 8(3), 58-77.
- Jones, G. R., & George, J. M. (2009). *Contemporary Management*. Boston: McGraw – Hill.
- John M. Grohol (2010) *Public Administration* 3rd Ed, New York London; Holt, Rinehart and Winston, Inc
- Kruskamp, W.H. (2003). *Instructional supervision and the role of high school department chairs*. Doctor's Degree Dissertation, University of Georgia, Athens, Georgia.
- Kutsyuruba, B., (2003). *Instructional supervision: Perceptions of Canadian and Ukrainian beginning high-school teachers. Masters' Thesis*, University of Saskatchewan, Saskatoon.
- Lambert, L (2000). Framing Reform for the New Millennium: Leadership Capacity in school and Districts'. *Canadian Journal of Educational Administration & policy*, 23(2) 14-16.
- Lopez, G. R., Gonzalez, M. L., & Fierro, E. (2006). *Educational leadership along the U.S.-Mexican border: Crossing borders/embracing hybridity/building bridges*. In C. Marshall & M. Oliva (Eds.), *Leadership for social justice: Making revolutions in education* (pp. 64-84). Boston: Pearson Education.
- Lussier, R. N., & Achua, F. A. (2007). *Leadership: Theory, application, and skill development*, 3e. Thomson South-Western, Louiseville, Quebec. Texas Tech University, Bruce Sifrit, December 2012
- Lashway, L., (2002). *Developing instructional leaders*. ERIC Digest No.160.
- Mohd Salleh, L. (2000). *Educational administration and education in Malaysia*. Addison Wesley: Longman Malaysia Sdn Bhd, KL.