



Effectiveness of Female Head Teachers Managerial Skills in Improving Teachers Performance

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Vol. 3, No. 2 (Spring 2023)

Pages: 165 – 170

ISSN (Print): 2789–441X

ISSN (Online): 2789–4428

Key Words

School Achievements, Managerial Skills, Teacher Performance

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Abstract: This paper intends to examine public secondary school head teachers competencies and their influence on teacher's instructional decisions as well the overall school culture. This research paper endeavor to unravel secondary school principal's managerial competencies and their influence on the performance of secondary school principals and such influence will help to stimulate and transform sophisticated school environment that will make strengthen student's cognitive, affective as well psychomotor domains. Current study will cover following objective: "To determine the effectiveness of head teacher's managerial skills on teacher's academic performance at secondary school level". Research design utilized for this study is of descriptive qualitative nature. Respondents of the study were secondary school principals/head Masters and secondary school teachers. Population of this research composed of all the 83 females' secondary and 37 higher secondary schools. Sample of the study extracted from the population were 60 principals/ head masters and 120 secondary school teachers. Through proper consultation the researchers developed data collection instrument titled: "Principals' Managerial Skills Scale". Mean, Standard deviation was employed as a statistical data analysis tools. Data analysis was followed by conclusion to render realistic recommendations for the establishment of sophisticated school management.

Introduction

Quality education has a direct relationship with the kind of principal's managerial skills and the nature of teaching approaches. Cosmopolitan, knowledgeable and revolutionary managerial traits always transform realistic and fruitful competencies in teachers and their teaching styles (Sebastian, J. 2019). In an educational institutions these are the teachers, whom are connected and in a proper association with students both inside as well outside the school.

The professional aspirations and knowledge updating i.e. both the content as well pedagogical knowledge will improve and enhance students lifelong learning. Now how the teachers teach effectively, with proper dedication, classroom management, all these parameters will be assessed by effective principal managerial skills (Naidoo, P. 2019). Managers holds different forms and their job description varies based on their department but overall all managers have same

functions to keep their sub ordinate focused on their job, extract more work effectively and to achieve the most of the goals in short period of time (Komalasari, K., Arafat, Y., & Mulyadi, M. 2020). Inside the school Principals managerial skills will help to stimulate teachers aspirations and updating about the latest teaching methodologies so that students may effectively grasp the content knowledge (Karakose, T., Polat, H., & Papadakis, S. 2021). The stranded and improvement of school can be judge on the principal's managerial skills and the collaboration of the principals with school staff. Schools can achieve their goals through rendering constructive and successful management and the effects off the management on the school staff. School principal's needs proper training regarding their managerial skills as school performance depends on the desired managerial skills of the principals (Ahmad, M. S., Bakhsh, K., & Rasool, S. 2019). School head, teacher and students are the three domains and the key pillar of these domains is the school head. This is the school head who can lead the school on the road toward progress in the shape of teachers teaching approaches and the student learning success. Principals should have the visionary and democratic beliefs and aspirations as will possess emotional intelligence and a dedicated leader who can connect and lead the whole school staff and students. Principals needs to the foundation of mutual respect and trust both inside as well outside the school. School principals should be educator first and followed by administration as good educator can understand and apply administration in a better way. School principal's always in search for the promotion of the school mission and do possess clear vision about the teachers, students as well about yourself and always tries to keep on track the daily record of the school. Clear and comprehensive communication is the basic element of managerial skills. It matter what you are trying to convey to the school staff, students and parents. Successful principals always bring about change and variation in their managerial

competencies. If your school staff is stagnant and stuck to some fixed teaching approaches that does not work out then try to motivate change.

School principals needs to encourage their school staff in order to inculcate and stimulate the professional development in the subject knowledge as well in the pedagogical knowledge (Mei Kin, T., Abdull Kareem, O., Nordin, M. S., & Wai Bing, K. 2018). An effective, well planned and organize managerial traits can alter the school from positivist into more constructivist and so is the quality of education and all this parameters can be implemented by a well informed manager (Özgenel, M., & Mert, P. 2019). School performance is the amalgam of different aspects such as teacher's nature of classroom management, students success in academic achievement and these aspects can be accomplished by directing school staff in routine daily lesson planning and the actual utilization of school physical and human resources. Principals need to utilize the desired educational institutional goals, their expertise and their potentialities both for the teachers and the students (Mwesiga, A., & Okendo, E. O. 2018). Following are the basic contributions of the effective school mangers and these include: prior and useful planning, Setting of specific goals, Organization, Directing the school staff and the students, Controlling various issues and barriers, Motivating teacher and students learning and the last but the most important is the time Management (Hartati, S., Pepriyeni, P., & Suryana, A. 2019). Principal has a key role in school success because if the principal is able to carry out managerial competencies properly, it will create a structure and subordinates who can work according to their respective responsibilities. the characteristics of school effectiveness include: school goals are clearly and specifically stated, the utilization of effective educational managerial skills by the principal, high expectations as well the implementations of conducive environment for all i.e. students learning and to achieve significant activity skills such as the realization and the attainment of

students cognitive, affective and psychomotor domains (Elisado, M. 2022).

Objective of the Study

“To determine the effectiveness of principal’s managerial skills on teacher’s academic performance at secondary school level”

Research Question

How principal’s managerial skills may influence the teacher’s academic performance at secondary school level?

Literature Review

Effectiveness is the ability of producing desired results of a specific activity. When something seems effective, it means it has expected outcome. Effective headship is the combination of leadership, managerial and administrative behaviors and action taken by head teachers (Perry, E., Halliday, J., Booth, J., Wolstenholme, C., & Boylan, M. 2022). Proper management of teacher’s academic performance is crucial for different reasons such as classroom management, content instruction, students learning and the nature of content knowledge and the relevant pedagogical practices for the inclusions of knowledge to the students in effective manner (Riley, K. 2022).

School heads daily and routine assessment and evaluation and the proper observation of classroom will help the principals to trace shortcoming and weak areas in teacher’s instructional practices. This will help principals to target teachers and their areas that need further improvements and such teachers may be renders to mediation and in-service training (Hafeez, M., & Bidari, S. 2022). School teachers carry significant part in uplifting and students learning. Teachers can transform their own skills and habits to the students as teacher are the role model and real reflection for their students inside as well outside the school. Effective teaching needs the use of constructivist teaching approaches. Selection of appropriate teaching

approaches is the responsibility of the teachers so that to extract all the bloom taxonomy domains such as cognitive, affective and psychomotor. Effective teaching practices comprised some of the parameters i.e. proper lesson planning, competence and capability of how to convey lesson, and evaluation skills. Interpersonal relationship of teachers with students allows students to carry out the self learning, creativity, self development and problem solving attitudes (Cooper, D., & Higgins, S. 2015). Academic performance of the student can be stimulated by motivating and facilitating the students and establishing the sense of mutual respect and the skills of lesson management. Principal managerial skill also raises and motivates the students. Principals should guide teacher to embrace and implement teaching approaches like: jigsaw model learning, rationalistic approach, self based problem solving, mutual discussion and project based learning. Teachers should practice out micro teaching and remove the shortcoming in their teaching. Integration of technology into teaching makes teaching more interesting and effective and transform students lifelong retention followed by effective principal evaluation and assessment of teachers teaching strategies as well students learning objectives (Mumba, C. 2022).

Methods and Procedure

Research Design

This research study was operated by quantitative descriptive research design. As in this research study data collection was carried out from several participants so the most efficient and reliable design is the descriptive design.

Population

Respondents of the study were secondary school principals/head Masters and secondary school teachers. Population of this research composed of all the 83 females’ secondary and 37 higher secondary schools. The relevant data such as number of schools, teachers and head masters

and principals was collected from the District Education office Female Mardan (EMIS).

Sample

Sample of the study were extracted from the population i.e. 60 principals/ head masters and 120 secondary school teachers. Targeted schools were conveniently selected while respondents were randomly selected.

Data collection and Research Instrument

Through proper consultation the researchers developed data collection instrument titled: "Principals' Managerial Skills Scale".

Data Analysis

Mean, Standard deviations were employed as a statistical data analysis tools. Data analysis was followed by conclusion to render realistic recommendations for the establishment of sophisticated school management.

Results of Data Analysis and Findings

Table 1

Perceptions of the Principals and Teachers responses regarding Head masters/Principals' Managerial Skills

S. No	Items	Principals Mean	SD	Teachers Mean	SD
1	School heads do have the proficiency for the accomplishment of a sophisticated school environment and the enhancement of teachers performance	3.61	1.15	1.95	0.95
2	School heads have the ability to carry out school activities in a team work with school staff to acquire teacher academic performance	3.50	0.93	1.83	0.96
3	School heads have the potentialities to inculcates and stimulate the organized goals to all school staff effectively	2.63	1.08	2.09	1.06
4	School heads have the expertise of bringing variations in their management and to administer new policies in their school	3.27	1.06	3.26	0.99
5	School heads always facilitate school staff to learn ICT oriented teaching to acquire and reshape academic and professional enhancement	3.65	0.94	2.15	1.16
6	School heads always establish democratic environment in school and motivate all teachers to participate in decision-making process	3.73	0.67	3.17	0.96

The given table portrays the perceptions and opinions of teachers and school heads regarding schools heads managerial skills. For principals the mean score value of all the items was found

above the decision level i.e. is 2.50 so majority of the principals were in agreement that principals possess managerial skill necessary for the better teachers academic performance as well for the

regulation and effectual administration of all school activities. For secondary school teachers the mean score value of the items 4 and 6 was found above the decision level i.e. is 2.50. This shows that so majority of teachers were in disagreement that principals scarcely possess managerial skill necessary for the better teachers academic performance as well for the regulation and effectual administration of all school activities. Similarly against items 1, 2 and 3 and 5 mean score value was less than 2.50 of teachers so majority of the teachers shows disagreement that principals don't possess managerial skill necessary for the better teachers academic performance as well for the regulation and effectual administration of all school activities

Based on the above table interpretations the analysis discloses the beliefs and opinions of teachers and school heads regarding schools heads managerial skills. The mean value against the item i.e. School heads do have the proficiency for the accomplishment of a sophisticated school environment and the enhancement of teachers performance is 3.61 of principals while for teachers the mean value was found 1.95. The mean value against the item i.e. School heads have the ability to carry out school activities in a team work with school staff to acquire teacher academic performance was found 3.50 for principals while mean score value for teachers was found 1.83. Similarly mean value for: School heads have the potentialities to inculcate and stimulate the organized goals to all school staff effectively was found 2.63 and for teachers the mean score value was found 2.09. Mean score value of principals against the item i.e. School heads have the expertise of bringing variations in their management and to administer new policies in their school was found 3.27 and the mean score value for teachers was found 3.26. Mean value against the item i.e. School heads always facilitate school staff to learn ICT oriented teaching to acquire and reshape academic and professional enhancement was found 3.65 school heads and for teachers the mean score value was found 2.15. Mean score value for principals

regarding the item i.e. School heads always establish democratic environment in school and motivate all teachers to participate in decision-making process as found 3.73 while for teachers the mean score value for teachers it was found 3.17.

Conclusions

Based on results of the school heads finding, it was concluded that majority of school heads possess sophisticated and advanced managerial traits with the help of which school heads can carry out routine school activities productively, effectively, efficiently and constructively. School heads have adequate knowledge and experience of strengthening teacher's academic performance. Principal's effective communication motivates school staff which ultimately helps to achieve better student's cognitive, affective and psychomotor domains.

Similarly with respect to findings of teachers, principals' have managerial competencies which were below the decision level. Most of the secondary school teacher's shows disagreement that principals are unable to establish sophisticated and conducive learning environment. Similarly school heads scarcely work in a team with school staff. Majority of the school teacher's responses reveals that teachers disagree with principals about provision of ICT based teaching resources.

Recommendations

1. School heads needs to initiate cooperative leadership so that teachers should participate in the overall school decision-making process as this would enable teachers committed and will help in achieving school's goals.
2. School heads needs to establish a conducive learning environment full of mutual trust and respect for both principals and teachers as this will inculcate their professional competence and capabilities. It will also stimulate interpersonal association, team

work and facilitation for the achievement of student academic achievement.

3. School heads should render training opportunities for teachers based on their subject area of expertise and this will result in more participation for the realization of teacher's performance.

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