

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

Murtaza Ali Laghari

Ph.D. Scholar, Faculty of Education, University of Sindh, Jamshoro, Sindh, Pakistan.

Dr. Iftikhar Hussain Jafri

Professor, Faculty of Education, University of Sindh, Jamshoro, Sindh, Pakistan.

Email: murtaza.laghari@scholars.usindh.edu.pk

Received on: 07-01-2022

Accepted on: 08-02-2022

Abstract

The purpose of this research study was to examine the head teachers' managerial skills and teachers' performance at public secondary schools. The study was directed by research objectives, to identify the relationship of head teachers' Conceptual, Technical, and Interpersonal skills with teachers' performance at public secondary schools. The reviewed related literature revealed in different research studies, articles, journals, and theories that different head teachers of many institutions have variance in implication of their managerial skills, found on the basis of situations and conditions of that respective area (Giami, Baribor 2019). The managerial skills such as Conceptual, Technical and Interpersonal skills are used for getting the better outcomes of an organization (Robert L Katz, 1955).

Research Methodology; This study used descriptive survey type of study and quantitative approach to conduct this Research. This study's population was comprised of all head teachers and teachers of public secondary schools in district Hyderabad. The method used for sampling was simple random sampling method applying Rule of Thumb by John Curry Professor of educational research (2006). Questionnaire Likert scale 5.0 was used to collect the data and analyzed with the help of SPSS 23.

Data Analysis; The Pearson Correlation Statistics was used to know the relationship between the variables.

Findings; The correlation statistics showed a positive correlation between conceptual, technical and interpersonal skills with Teachers' performance. Further conclusion and recommendations were given consequently.

Keywords: Head Teachers' Managerial skills, Conceptual skills, Technical Skills Interpersonal skills, Teachers' Performance.

INTRODUCTION

Management at school level is a process of enhancing school environment at the level where all the resources i.e. Financial, Material and Human resources are utilized properly to achieve the desired institutional goals. At school level the Head of the institution is considered to be

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

the executive authority to run school matters smoothly and effectively. The prominent role of the institutional head leads schools towards development with the proper coordination of all the members of society including teaching and non-teaching staff (Novlette & Morgan, 2015).

The institutions for their result oriented outputs, need to have energetic, enthusiastic and effective heads who possess all of the leading and managing attributes and skills including Conceptual, Technical and interpersonal skills, in this way the managers can get the best out of their team by effectively utilizing all the available resources (R L Katz, 1990).

STATEMENT OF THE PROBLEM

Demands of the 21st century has added the importance of the management at school level, it has been considered as the soul of the educational institutions. The management seems a remarkable issue in education sector, as the effective use of managerial skills can change the secondary schools more effectively with significant achievements. There are some expedient managerial skills (Conceptual, Technical and interpersonal Skills) adopted by head teachers, which result in effectiveness of the schools (Rasool et al., 2019).

Simultaneously the teacher performance plays a vital role throughout the teaching and learning process. An institution needs to have a fully energetic, creative, active and enthusiastic human resource along with material and financial resources (Soomro et al., 2020)

OBJECTIVES OF THE STUDY

In broad spectrum the objective of the research study is to examine the head teachers' managerial skills and teachers' performance at public secondary schools and specifically following objectives are focused.

1. To examine the relationship between Head Teachers' Conceptual Skills and Teachers' performance.
2. To find out the relationship between head teachers' Technical skills and teachers' performance.
3. To know the relationship between head teachers' interpersonal skills and teachers' performance.

HYPOTHESIS OF THE STUDY

1. Ho: There is no significant relationship between the Head Teachers' Conceptual Skills and Teachers' performance.
2. Ho: There is no significant relationship between the Head Teachers' Technical Skills and Teachers' performance.
3. Ho: There is no significant relationship between the Head Teachers' Interpersonal Skills and Teachers' performance.

SIGNIFICANCE OF THE STUDY

This study will be helpful in understanding the head teachers' managerial skills which will be beneficial for the policy makers, managers, learners and researchers to understand the role of management at institutional level. This study will also be useful for head teachers and

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

teachers to enhance their cooperation with head teacher and identify the skilled management in teaching and learning process.

DELIMITATION OF THE STUDY

- 1) This study is confined to District Hyderabad,
- 2) This study is delimited to managerial skill, such as Conceptual Skills, Technical and Interpersonal skills and Teachers' Performance.

2 LITERATURE REVIEW

INTRODUCTION

This part of the study stretches review of relevant literature with a view of assembling supportive material on the research study topic. Focus was on the areas that provide insight into the relevance and significance of managerial skills necessary to enhance a teacher's performance in a school situation. Areas of particular interest that include managerial skills, i.e., conceptual, technical and interpersonal skills. Normally, it is found that an organization is based on the conceptualized view, that an organization needs to have strengthen human, material and financial resources, aimed at expected goals with a particular period of time(Lena & A, 2015).

Robert L Katz theory of Three-Skill Approaches.

The executive responsibility of an administration is to share the policies and plans and the management is to implement all these policies and plans shared by the administration in full swing, in accordance with rules and regulations of an organization for achievement of the desired outcomes. The manager is the leader who deals with all the matters including human, material and financial resources(Peterson & Van Fleet, 2004). It is mandatory for the head of an organization to be well equipped with managerial skills, i.e. conceptual technical and interpersonal skills(R L Katz, 1990).

Head teachers' managerial skills are interrelated with the teachers' performance, that shows its impact on the multifaceted forces, needs, inducements, desires, goals and other contrivances, which initiate and preserve voluntary activities by the members of organizations such as educational institutions, for attaining personal aims, organizational aims, goals, proficient roles and positions(Nadeem et al., 2018).

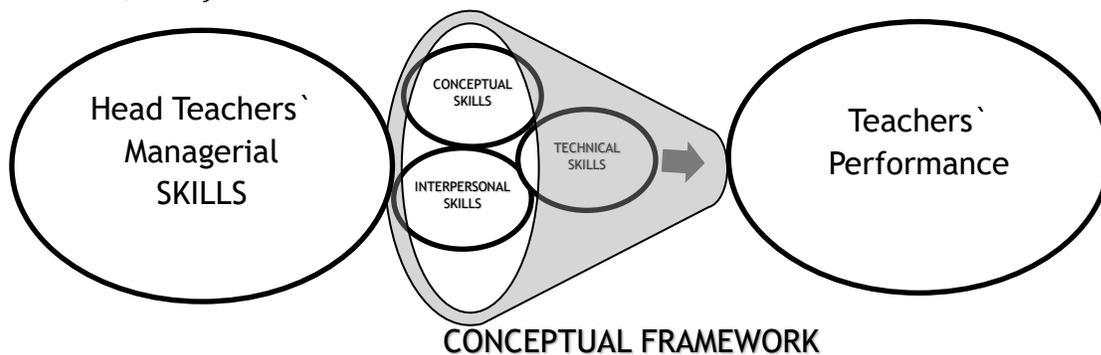
Students' achievements depend upon the effectiveness of an instructor which is influenced by the head teacher with an effective role of being motivator, facilitator, encouraging and supportive for achieving the institutions' vision, mission and goals(Dr. Naseer Ahmad Salfi, 2014).It is revealed that in educational settings where the heads of the institutions have effective managerial skills the better performance of the teaching staff is produced. It depends upon the head teachers' conceptual, technical and interpersonal skill, how much he/she is creative, innovative motivated and inspirational personality that actually results in better institutional achievements (Severo, 2019).

Koskei et al (2019) revealed that the management has its direct impact on the employee's performance. The skilled management can easily deal with employee's reservations, in this way the employees feel to be in safe zone, subsequently the level of the interest of the worker enhances and results in better outcomes. A skilled manager can better utilize the workers

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

capabilities to achieve the interests of an organization (Koskei, 2019). Managers who possess effective managerial skills in educational settings have enhanced incentives in the form of recompenses, which are personalized to replicate the differences in the performance, in which the instructor is considered important. It is indicated that awards can be assigned on the basis of determination and performance of staff (Nigam, 2008).

M. Shaiq (2018) found that well equipped managers with managerial skills motivate their teaching staff by using all their creative, innovative and motivational skills for quality education which result in better achievements of the institutional goals (Shaiq, 2018). The technical skills are mostly used for classroom management and interpersonal skills for counselling and motivation of the teaching staff that helps to enhance their teaching skills. An innovative and creative head teacher can develop teachers' skills by training them with all aspects of teaching and learning process. A head teacher along with other skills can well define the job descriptions of a teacher and can achieve the institutional objectives without any bearer. The head teacher can run the teaching and learning process smoothly in the institution by inspiring staff with inspirational activities in or out of the institution (Godwin & Kabeta, 2019).



INDEPENDENT VARIABLE

DEPENDENT VARIABLE

Herzberg's Theory or Two Factor Theory

Psychologist Frederick Herzberg was interested to find out the correlation between employee's job satisfaction and dissatisfaction. It was intended to identify the factors influencing employee's satisfaction and dissatisfaction when they fulfil their responsibilities. Herzberg's Motivation Theory or two factors theory is one of the content theories of motivation which states that, there are two factors which put their influence on the employee's job satisfaction and dissatisfaction, each consists on its own stimulus. One is Motivation factor while the other is Hygiene factor. Motivation Factor increases employee's job satisfaction whereas the other is Hygiene Factor, presence of which decreases job satisfaction (Brown & Owusu, 2014).

Motivation factors. Motivation factors are the factors which are used to encourage or inspire the employee to work with zeal and zest. Motivating factors are highly recognized factors used to make moderately satisfied employees but found no influence if the hygiene factors are missing. Motivation factors are interlinked with employee's job satisfaction, internally arising emotions which enhance attachment with the organizations. These are also known as

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

intrinsic motivators (Alshmemri et al., 2017).

Hygiene Factors. Hygiene factors are considered as the factors which decrease employee's job satisfaction. It is stated that the employees are not only motivated by different benefits and incentives but they need a very comfortable environment where they could feel relax to work, these are the factors which are highlighted by Herzberg in Hygiene factors, which are also known as extrinsic motivators. Some of the helpful steps used to implement Herzberg Two Factors Theory are, first the hygiene factors should be addressed, then the motivation for job enrichment should be considered. The communication gap should be removed on high priority by being a source of inspiration and raising hand as a companion rather than exploding a rude behavior (Yousaf, 2019).

The Herzberg's Two Factor Theory of Motivation gives a direction to the leaders and organizations that the employee needs safe and suitable environment on workplace where, easily gets the basic right first and the working capacity could be enhanced and a rich source of inspiration could be availed. In such situation the employees working capacity increases which enriches the productivity.

Simultaneously in educational institutions the head teachers of the institutions are the leaders, in this way the leaders need first to focus to enrich the institutional environment with basic facilities, similarly the employee's support at all levels can enhance the employee's performance (Bevins, 2018).

3 Research Methodology

Methodology describes the research design, sources of data, the data collection methods, the sampling procedure and data analysis techniques to be employed.

Research Design

The descriptive survey design with quantitative approach was used for this research study. The data collection from the group of interest of the researcher designed to determine the current status of that population regarding different variables (Shukla, 2017). This study design empowered the researcher to study the entire population of public secondary schools in District Hyderabad.

Area of the study

District Hyderabad was the area of the study.

Population of the study

The group of interest of the researcher on which the results can be generalized (Shukla, 2020).

The population of the present study was consisting of,

1. All Secondary Schools, of District Hyderabad
2. All the Head Teachers of the Public Secondary schools of District Hyderabad.
3. All the Teachers of the Public` Secondary schools of District Hyderabad.

DISTRICT	No, of School			No. of Teachers		No. of Head Teachers
	Male	Female	Mixed	Male	Female	

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

Hyderabad	24	13	29	1448	1611	66
Total	66			3059		66

Source: Semis Census, 2016-17

Sample and Sampling Method: Sample of the study will be selected according to the Rule of Thumb John Carry professor of educational research\ (2006).

Population Size	Sampling Percent.
00-100	100%
101-1000	10%
1,001-5,000	5%
5,001-10,000	3%
10,000+	1%

Curry (2006)

Determined Sample Size:

DISTRICT	HEAD TEACHERS` SAMPLE SIZE	TEACHERS` SAMPLE SIZE
HYDERABAD	66	153
TOTAL	n = 66	n = 153

Research Tools: Questionnaire, 5-point Likert Scale was used to collect the data. A more convenient tool used to cover a large no of population (Kombo and Tromp, 2007).

4. Data Analysis and Interpretation

To analyze the data the inferential statistics was used with the help of SPSS 23 software. The correlation analysis was taken place to know the relationship between Head teachers' conceptual, Technical and Interpersonal skills with teachers' performance.

FINDINGS

The statistical tests were applied and presented to answer the research null hypotheses, as displayed in all the three tables below.

1. Hypothesis

Ho: There is no significant relationship between Head Teachers' Conceptual Skills and Teachers' performance at Public Secondary Schools.

Correlations

		TP	HTICS
TP	Pearson Correlation.	1	.931**
	Sig.(2-tailed)		.000
	N	66	66
HTICS	Pearson Correlation	.931**	1
	Sig.(2-tailed)	.000	

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

N	153	153
---	-----	-----

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

Table 1. Computed value of correlation given as .931 exposed that, there is a high significant relationship between the head teachers' conceptual skills and teachers' performance at public secondary schools. Simultaneously the calculated value of probability is .000 less than the alpha level 0.05. Consequently, the null hypothesis is rejected, hence the alternative hypothesis is accepted.

2. Hypothesis

Ho: There is no significant relationship between Head Teachers' Technical Skills and Teachers' performance at Public Secondary Schools.

Correlations			
		TP	HTTS
TP	Pearson Correlation	1	.832**
	Sig.(2-tailed)		.000
	N	66	66
HTTS	Pearson Correlation	.832**	1
	Sig.(2-tailed)	.000	
	N	153	153

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

Table 2. The computed correlation value 0.832 revealed that, there is a high significant relationship between head teachers' technical skills and teachers' performance at public secondary schools, simultaneously the calculated value of probability is .000 less than the alpha level 0.05. Subsequently the null hypothesis is rejected hence, the alternative hypothesis is accepted.

3. Hypothesis

Ho: There is no significant relationship between Head Teachers' interpersonal Skills and Teachers' performance at Public Secondary Schools.

Correlations			
		TP	HTIS
TP	Pearson Correlation	1	.914**
	Sig.(2-tailed)		.000
	N	66	66
HTIS	Pearson Correlation	.914**	1
	Sig.(2-tailed)	.000	
	N	153	153

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

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

Table 3 Computed value of correlation given as .914 exposed that, there is a high significant relationship between the Head Teachers' conceptual skills and Teachers' performance in public secondary schools. Simultaneously the calculated value of probability is .000 less than the alpha level 0.05. Consequently, the null hypothesis is rejected hence the alternative hypothesis is accepted.

Discussion of the Findings

Head Teachers' Conceptual Skills and Teachers' Performance

It is found by the statistical analysis that there is a high positive correlation between head teachers' conceptual skills and teachers' performance, however the calculated value of probability is .000 less than the constant alpha value 0.05. Consequently, the null hypothesis is rejected hence the alternative hypothesis is accepted. In the light of above finding, it is found that if the head of the institution uses his/her conceptual skills, the teachers' performance increases. Abdul Hameed Lone (2019) stated that the positive person on the positive place do the positive things in positive direction to enhance quality management, it would definitely result in quality achievements for institutional goals (Abdul Hameed Lone, 2009).

Head Teachers' Technical Skills and Teachers' Performance

It is revealed by this research study that there is a high positive correlation between head teachers' technical skills and teachers' performance at public secondary schools, however the calculated value of probability is .000 less than the constant alpha value 0.05. Subsequently the null hypothesis is rejected hence the alternative hypothesis, there is a significant relationship between head teachers' technical skills and teachers' performance is accepted. It is found that head teachers' technical support teachers to improve their' performance in different areas during instructional process.

Head Teachers' Interpersonal Skills and Teachers' Performance

It is found by the statistical analysis that there is a high positive correlation between head teachers' interpersonal skills and teachers' performance at public secondary schools, however the calculated value of probability is .000 less than the constant alpha value 0.05. Consequently, the null hypothesis is rejected hence the alternative hypothesis is accepted. Similarly, Janeth M. Kamete (2014) stated that the effective communication skills of the leader has a high impact on the institutional achievements. High the communication skills, better the organizational goals can be achieved (Kamete, 2014). The findings of this study exposed that head teachers' effective communication skills can remove the communication gaps between head teachers and teachers, which can help to achieve the institutional goals smoothly.

Conclusions

It was concluded on the basis of the findings of this research study, that the head teachers' managerial skills (conceptual, technical and interpersonal skills) have high positive correlation with teachers' performance at public secondary schools.

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

Recommendations

It is recommended on the basis of the findings of this research study that head teachers should develop their conceptual, technical and interpersonal skills, so, that the teaching and learning environment of the institution should be effectively enhanced by supporting teacher in different sides of teaching and learning process i.e. lesson planning, classroom management and communication with learners. The teachers' involvement in different decisions of administration i.e., designing, establishing, implementing every day practices can help head teachers to run school matters effectively, which is based on teachers' breed cordial attachment with the institution that can result in better institutional achievements.

References

1. Abdul Hameed Lone. (2009). *Teachers Perceptions of Quality and Quality Management Systems at Higher Education level in Pakistan: A Case Study of, Karakoram International University (KIU) Gilgit Baltistan*. 6.
2. Alshmemri, M., Shahwan-Akl, L., & Maude, P. (2017). Herzberg's two-factor theory. *Life Science Journal*, 14(5), 12–16. <https://doi.org/10.7537/marslsj140517.03>. Keywords
3. Bevins, D. T. (2018). Herzberg's Two Factor Theory of Motivation: A Generational Study. *Encompass*, 1–47.
4. Brown, M., & Owusu, A. A. (2014). Influence of Head Teachers " Management Styles on Teacher Motivation in Selected Senior High Schools in the Sunyani Municipality of Ghana. *International Journal of Learning, Teaching and Educational Research*, 4(1), 61–75.
5. Dr. Naseer Ahmad Salfi1, D. A. H. and D. N. V. (2014). *Qualities of a Good Leader: Perceptions of Teachers, Head Teachers and District School Managers Dr. Naseer Ahmad Salfi 1 , Dr.Ashiq Hussain 2 and Dr. Nasarullah Virk 3*. 2(2), 171–188.
6. Godwin, M., & Kabeta, R. M. (2019). The Effects of Head Teachers' Leadership Styles on the Teacher Performance in Selected Mission and Public Secondary Schools of Muchinga Province-Zambia. *International Journal of Humanities, Social Sciences and Education*, 6(9), 158–165. <https://doi.org/10.20431/2349-0381.0609018>
7. Kamete, J. M. (2014). THE INFLUENCE OF HEADMASTER'S MANAGERIAL SKILLS ON EFFECTIVE SCHOOL MANAGEMENT: A CASE OF PUBLIC SECONDARY SCHOOLS IN MBEYA -TANZANIA JANETH. *Pontificia Universidad Catolica Del Peru*, 8(33), 44.
8. Katz, R L. (1990). *Skills Approach*. 43–72.
9. Katz, Robert L. (1955). Skills of an effective administrator People: Managing Your Most Important Asset. *Harvard Business Review*.
10. Koskei, J. K. (2019). *HEADTEACHERS TECHNICAL COMPETENCIES AND FINANCIAL PERFORMANCE : A CRITICAL ANALYSIS OF PUBLIC PRIMARY SCHOOLS IN NAROK COUNTY ,. November*, 140–153.
11. Lena, N. K., & A. (2015). *Influence of head-teachers' management practices on students' academic performance in public secondary schools within Kitui Central district, Kitui county, Kenya*. February, 1–86.
12. Nadeem, A., Id, S., Science, M., & Session, M. S. (2018). *Managing Higher Education Quality Enhancement in Pakistan : Investigating Crucial Factors Towards International Opportunities Qurtuba University of Science & Information Technology Peshawar , Khyber Pakhtunkhwa Managing Higher Education Quality Enhancemen*.
13. Nigam, B. S. (2008). *Life and Managerial Skills*. 97.
14. Novlette, L., & Morgan, W. (2015). *The Influence of School Leadership Practices on Classroom Management , School Environment , and Academic Underperformance This is to certify that the doctoral dissertation by*.

Headteachers' Managerial Skills and Teachers' Performance at Public Secondary Schools

15. Peterson, T. O., & Van Fleet, D. D. (2004). The ongoing legacy of R.L. Katz: An updated typology of management skills. *Management Decision*, 42(10), 1297–1308. <https://doi.org/10.1108/00251740410568980>
16. Rasool, S., Arshad, M., & Ali, M. S. (2019). Effective Management of Secondary School Head Teachers in Punjab: A Comparative Study. *Global Regional Review*, IV(III), 136–144. [https://doi.org/10.31703/grr.2019\(iv-iii\).15](https://doi.org/10.31703/grr.2019(iv-iii).15)
17. Severo, M. S. (2019). *Teacher Effectiveness in Improving Both Academic Achievement and Social-Emotional Skills*. 1–152.
18. Shaiq, M. (2018). *PhD Thesis Impact of Quality Management Practices on Service Competencies : A Study of Third Party Logistics Service Providers in Pakistan By Mohammad Shaiq Ph 47-5296 A thesis submitted to Greenwich University , Karachi in partial fulfillment of the Degr. June*.
19. Shukla, S. (2017). Research design Research design. *Research in Social Science: Interdisciplinary Perspectives*, September, 68–84. file:///E:/Documents/dosen/buku Metodologi/[John_W_Creswell]_Research_Design_Qualitative,_Q(Bookos.org).pdf
20. Shukla, S. (2020). Concept of Population and Sample. *How to Write a Research Paper*, June, 1–6. https://www.researchgate.net/publication/346426707_CONCEPT_OF_POPULATION_AND_SAMPLE
21. Soomro, M. A., Buriro, G. A., & Charan, A. A. (2020). *Assessing the Role of Motivation in Enhancing Teachers' Performance*. 48(48), 87–99.
22. Yousaf, S. (2019). Dissection of Herzberg's Two-Factor Theory to Predict Job Satisfaction: Empirical Evidence from the Telecommunication Industry of Pakistan. *Lahore Journal of Business*, 8(2), 85–128. <https://doi.org/10.35536/ljb.2019.v8.v2.a4>