

Impact of Headteachers' Conceptual Skills on Teacher's Performance at Public Secondary Schools

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Abstract

This Research study aims to examine the impact of the head teachers' managerial skills on teachers' performance. The study was directed by research objectives; to identify the impact of head teachers' conceptual skills on teachers' creativity at public secondary schools. The review of the 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, the managerial skills such as Conceptual, Technical and Interpersonal skills are used to get the better outcomes of an organization (Giami, Baribor 2019). The descriptive type of study and quantitative approach was used for this research. The population of the study was comprised of all the head teachers and teachers of Public Secondary Schools in District Badin, the simple random sampling method was used with the help of Rule of Thumb by John Curry Professor of educational research (2006). Data was collected through Likert scale 5.0 and analyzed with the help of SPSS 23. Future implications and recommendations for further research are given respectively.

Keywords: Head Teachers, Teachers, Managerial skills, Teachers' Performance, Secondary Schools.

INTRODUCTION

Each institution needs to enhance output by focusing on managerial efficiency to help managers get the best out of their team and themselves. Olorisade (2011) argues that in a larger society, every entity exists to achieve an aim that is typically specified in the form of goals or objectives. This is the same in secondary public schools as well.

The manager is someone, who deals with all the matters of an institution and has an impact over those in the institutions he may be head, supervisor, monitor, president, administrator, official, chief executive officer, director, executive officer of the organisation, and so on. In this matter, the school head is the manager who possess a collection of attributes to manage the school to accomplish its intended targets (Mintzberg et al 2010).

Leaders may directly influence the perception, interest and actions of workers towards dedication towards their work and goals. Schools can deal with changes only whether they have the right management styles and actions, because the success of an organization depends on the full support of staff, participants (students), the community and investors. Dealing with them effectively involves specific skills that make the manager efficient in his or her job. The head teacher is the key connection between the community and the school, and the way he/she performs in this capacity ultimately influences the attitudes of teachers and parents to the school.

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For running an organization smoothly the management should be well equipped with managerial skills. The managerial skills are the key skills which a head of the institution must have to achieve the desired goals. The gap in public secondary schools is lack of managerial skills training for the head of schools as it is done in other organizations in a better way. Specifically the head teachers' conceptual skills have a great influence on suave running of an institution. The plan to create an environment of innovation in general as well as particular instructional areas the headteachers skill are needed to be strengthened. The school side is the basic development of the individuals in different area and disciplines, the head teachers' conceptual skills may detect creative minds from the individuals studying under their supervision in their controlled institutions. The creative head teachers produce innovative individuals in different walks of life (M. Malik 2020).

It was observed that if a school is vibrant, innovative and child centered, if it has a reputation for excellence in teaching, if the students are performing well, one can almost always point to the head teaches' managerial skills as key to success. The teachers' role in this manner is also so eminent and praiseworthy, if he/she possesses the creative and innovative skills and transfers it transparently to the next generation (Seashore and Leithhood 2010.)

STATEMENT OF THE PROBLEM

The institutions at all levels strive to deliver best of their outcomes to be well stabilized in all situations. In this regard their administration plans for better utilization of their management with different aspects, their supervision and monitoring is focused prominently. This is found same at the public institutions as well. For a well-developed institution, it is very important to have skilled management. The management should be well aware of the managerial skills specially Conceptual, Technical and Interpersonal skills (R L Katz 2009).

The head teachers' managerial skills play a vital role in developing an institution. The head teachers' conceptual skills develop an environment where innovation and creativity is encouraged which results in best individual who represent their societies in terms of their innovations and become the source of inspiration for others. In this study, though students' discipline and teachers' creative skills are found to shot in the arm with personality characteristics in enhancing students' achievements.

The necessity of work on innovation and creativity has remained a dire need of any organization. In this regard different organizations have worked on the trainings to boost up the managerial skills of the heads of their organizations. In this perspective especially the conceptual skills are focused to develop the innovative and creative skills of the individuals. Simultaneously it is dire need of department of education to focus on the trainings of the head teachers of the institutions to develop their managerial skills so, that they may produce innovative minds, which is an economic need of the state. Thus, this study sought to examine the impact of head teachers' conceptual skills on teachers' creativity at public secondary schools in District Badin.

OBJECTIVES OF THE STUDY

In general the objective of this study is to examine the impact of head teachers' managerial skills on teachers' performance at public secondary school and specifically following objective is focused on.

1. To examine the impact of Head Teachers` Conceptual Skills on Teachers` Creativity at Public Secondary Schools.

HYPOTHESIS OF THE STUDY

1. Ho: There is no significant impact of Head Teachers` Conceptual Skills on the Teachers` Creativity at Public Secondary Schools.

SIGNIFICANCE OF THE STUDY

This study will be helpful

- 1) In understanding the implication of managerial skills in the schools
- 2) To improve the head teachers` managerial skills and fill the gaps in their current management practices at secondary schools.
- 3) This study will be helpful for the researchers for conducting research in school education and seeking further guidance in the field of management,
- 4) This study will be helpful for the educational administrators to implement the educational policies and plans for the improvement of head teachers` managerial skills,
- 5) This study will be helpful for the educational institutions to maintain and enhance their standards in the field of management,
- 6) This study will be helpful for the teachers to understand the importance of management,
- 7) This study will be helpful for the students to make themselves disciplined while being made trained in the better environment of management,
- 8) This study will be helpful for the guidance of policy makers to bring some reforms in teaching and managing trainings.
- 9) This study will be helpful for the future research in educational management.
- 10) This study will be helpful for different Non-Government Organizations (NGOs) working for the betterment of education to encompass over the gaps of management.
- 11) This study will be helpful for the parents to enhance their trust and confidence on the head teachers` managerial skills.
- 12) This study will be helpful for the school education and literacy department to encompass over the gap of managers and get rid of ex-cadre officials deployed in the department.
- 13) In Pakistan there is a huge gap of leadership, many organizations are lacking behind of quality leaders/managers and hire them from other countries to improve their organizations` outcomes, and especially in education sector in this regard this research study will be helpful to train the local managers effectively within the organization.

DELIMITATION OF THE STUDY

- 1) This study is delimited to managerial skill, such as Conceptual Skills.
- 2) This study is also delimited to the Teachers` Performance in terms of Creativity.

OPERATIONAL DEFINITION OF THE KEY TERMS OF THE STUDY

Head Teachers: The Head or in charge of all of the activities undertaken in an institution.

Teachers: The instructor who teaches secondary class students.

Conceptual Skills: The conceptual skills utilize manager's ability to form creative and innovative concepts that could be used to achieve institutional goals.

Creativity: The term creativity means opinion, view, ideas and concepts to create something new or different during teaching and learning process.

2 LITERATURE REVIEW

INTRODUCTION

The chapter gives 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, impact of managerial skills, types of managerial skills i.e. conceptual 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 (Armstrong 2001).

Robert L Katz theory of Three-Skill Approaches.

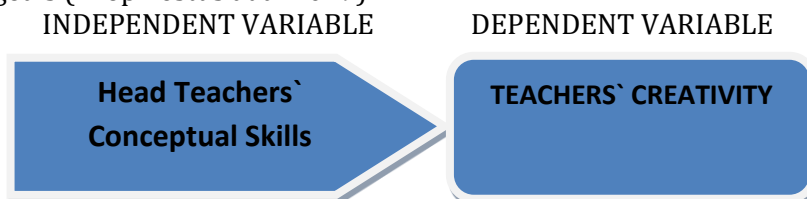
The concept of an administration is to share the policies and plans to strengthen an organization with a visionary approach. These policies and plans can be achieved with the help of an effective management. For an effective management it needs to have a strong, effective and trained human source in the field of management. These managers should possess key managerial skills including Conceptual, Technical, and Interpersonal skills (R L Katz 2009).

M.Godvin et al (2019) found that well equipped manager with managerial skills must motivate his teaching staff for using all their creative skills for betterment of the institution. The technical skills for classroom management and interpersonal skills for counselling and motivation of the teaching staff can result in better institutional outcomes. An innovative and creative head teacher can enhance the 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. He can run the teaching and learning process smoothly in that institution (M.Godvin et al 2019). Head teachers' managerial skills are interrelated with the teachers' performance, that shows its correlation with the multifaceted forces, inducements, needs, desires, goals and other mechanisms, which start and maintain voluntary activities by members of organizations such as an educational institutions, for attaining personal aims, organizational aims, goals, proficient roles and positions (Giami, Baribor 2019).

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 (M. Malik 2020).

Arop Festus at al (2019) described that the performance of a teacher in terms of creativity in any work place, is interlinked with high productivity of an institution in terms of students' achievements. Motivation can be developed among teaching staff with interpersonal skills and encouraged with awards and appreciation or financial on non-financial rewards. Different research studies and evaluated reports have linked the creativity of human

resources with the number of managed resources. Managers in educational settings have endorsed rewards, which are individualized to reflect the differences in the performance, in what instructor is considered important. It is indicated that awards can be assigned on the basis of determination and performance of staff. The teachers' performance is interlinked with head teachers managerial skills, effective the managerial skills the better will be the performance of the teaching staff. It depends upon the head teachers' conceptual skills, how much he is creative, innovative and object oriented, is an actual matter that effects on institutional goals (Arop Festus at al 2019).



McGregor's Theory X and Y Theory

The theory X and Y by McGreger focus on the employees working capacity in respect of their active and passive responses in terms of their assigned responsibilities. The X theory exposes the laziness and ineffective responses of the workers of an organization on the other hand the Y theory opposed the X theory, as the employees considered in Y theory are more active and perform their duties without any direction. They never avoid any work in the better interest of the organization. The X theory declares that the workers do not get interest in doing their work or fulfil their responsibilities, they almost try to avoid to complete the task which they are assigned to. For instance the teacher in the classroom doesn't perform as he/she is bound do as per the job description, but compelled by the head of the institution to fulfil the required task. For this the head of the institution needs a continuous monitoring over the assigned work. In this X theory authoritarian approach is needed to be applied to get the better results for the interests of an organization, this needs a continuous booster for better performance from the institutional heads Okumbe (1998) this study was considered for this study as some of the teachers dislike to work properly and their creativity is affected. The head of the institutions use their conceptual skills to improve the teachers' creativity but the teachers' ineffective consistency creates many hurdles in improving their creative skills that is a big barrier to achieve the organizational goals. Theory Y is completely opposite and focuses on the humanity, tries to co-operate with the employees as much as possible with interpersonal/communication skills so, that the employees could be motivated to perform their responsibilities with keen interest. Theory Y tries to apply democratic approach to deal with the workers of an organization. This kind of approach is used for counselling of the employees so that their performance could be enhanced in a sequential way which results in better outcomes. The employees are also encouraged to develop their skills and get expertise in their particular fields and try to make suggestions and improvements for interests of the organization.

Abraham Maslow's Hierarchy of Needs

Abraham Maslow (1943) was a person who felt a dire need of the human resources approach,

different theorists had extended their views for the importance of human resources but the Abraham Maslow's contribution in this regard was highly recognized and appreciated. He was greatly recognized by his creation of Hierarchy of Needs.



Figure 1: Maslow's pyramid of needs

It was proposed that the basic needs of the human have more influence as compared to the other needs including hunger, a hungry person would never prefer to be loved or hated or any other action relating to the inner feelings but prefer to be fed. Every person needs to fulfil his need but prefer to be filled the need of higher level. If the basic need is not filled the comfort zone of the work will definitely be effected. The worker needs to eat first not to be loved until he is hungry. The worker on the other hand needs to be safe. Until and unless his belongings are not safe, the performance of the respondent will definitely not increase. Safety, love shelter. And psychological needs are the priorities of an employee. In the same way the teachers' work is based on his basic needs if the basic needs are fulfilled than the performance of the teacher can easily be improved. The head teacher needs to focus on the basic needs of the teacher, afterwards should focus on the creativity of the teacher as it can easily be influenced by the head teachers' conceptual skills.

From the literature review it is evident that every head teacher requires an in-depth insight in the field of management that incorporates a positive approach towards the acquisition of new knowledge, skills, values and attitudes vital in a professionalized view of what management in educational institutions consists of. It is hoped that with a more sophisticated view of the management process expounded within the review, head teachers may lead the way towards more efficient and effective management of secondary education, using appropriate management tools that will definitely effect on improved teachers' performances.

Head teachers need to sharpen their managerial skills in respect of their conceptual skills to have a positive influence on the teachers' performance in terms of creativity. Along with this there is also a need to understand the various styles of leadership and the implication of adopting a particular style.

3 Research Methodology

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

Research Design:

The research design adopted for this study was descriptive survey design with quantitative approach. The design attempted to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda, 2003). This study design enabled the researcher to study the entire population of public secondary schools in District Badin.

Research Method:

The survey method was used. Surveys are frequently used to learn people's attitudes and opinions with the most appropriate applications, where respondents are uniquely qualified to provide the desired information (Cooper and Schindler, 2000).

Area of the study:

The area of the study was District Badin

Population of the study:

Population of this present study was comprised of;

1. All Secondary Schools of District Badin
2. All the Head Teachers of the Public Secondary schools of District Badin.
3. All the Secondary School Teachers of the Public Secondary schools of District Badin.

Taluka	No. of School			No. of Teachers		No. of Head Teachers
	Male	Female	Mixed	Male	Female	
Badin	9	11	40	853	340	60
Total	60			1193		60

Source: Semis Census, 2016-17

Sample and Sampling Method:

Sample of the study will be selected according to the Rule of Thumb John Curry professor of educational research\ (2006).

Size of Population	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	DISTRICT
BADIN	60	60	BADIN
TOTAL	n = 60	n = 60	TOTAL

Research Tools:

Questionnaire, Likert Scale 5.0 was applied for data collection. The questionnaire has the advantages of confidentiality, saves on time and allows information to be collected from a large no of population (Kombo and Tromp, 2007).

4. Data Analysis and Interpretation

Inferential statistical method with the help of SPSS 23 software was used to analyze the data. The regression analysis was taken place to know the impact of Head teachers` conceptual skills on teachers` creativity. The below tables show the results of regression analysis results.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^a	.867	.867	.44907

a. Predictors: (Constant), HM_Conceptual_Skills

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	392.322	1	392.322	1945.398	.000 ^b
	Residual	60.097	298	.202		
	Total	452.418	299			

a. Dependent Variable: Teachers` Creativity
b. Predictors: (Constant), HM Conceptual Skills

Correlations

		Teachers` creativity	HMs`_Conceptual_Skills
Pearson Correlation	Teachers` creativity	1.000	.931
	HMs`_Conceptual_Skills	.931	1.000
Sig. (1-tailed)	Teachers` creativity	.	.000
	HMs`_Conceptual_Skills	.000	.
N	Teachers` creativity	60	60

	HMs`_Conceptual_Skills	60	60
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Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			
	B	Std. Error	Beta			Zero-order	Partial	Part	
1	(Constant)	-.112	.087		-1.281	.201			
	HM_Conceptual_Skills	.981	.022	.931	44.107	.000	.931	.931	.931
a. Dependent Variable: Teachers` Creativity									

Findings

The above table of linear regression model showing the calculated values e.g., $F=1945.398$, (Beta= .931, $t=44.107$, $sig=.000$) found that the values are significant, thus the null hypothesis of the study is rejected. The alternate hypothesis, there is significant impact of head teachers conceptual skills on teachers creativity, hence is proved, that there is a positive impact of the Head teachers` conceptual skills on teachers` creativity.

Discussion

As the conceptual skills of the head teachers` helps teachers in their teaching learning process and the teachers get positive and clear concepts regarding the school policy and teaching material along with methodological/instructional strategies to cope up the current situations and conditions undergone throughout the teaching and learning process. It also creates awareness for the teachers, how to improve their creativity and how to indulge learners in teaching and learning process which may result in better students` academic performance. Today where many institutions are running without head teachers, are creating more hindrances in improving school as well as teachers` performance. So this study helps in understanding the head teachers` conceptual skills that enhances the teachers` performance in terms of creativity in public secondary schools.

Conclusions

Regarding the findings of the study in relation to the objective, the managerial skills (conceptual skills) of head teachers play a crucial role in the performance of the teachers. The head teachers` conceptual skills have a direct relation with the teachers` creativity. Head teachers need to possess and sharpen these skills to enable them to get better results in teaching and learning process. It is a better approach as well that enhances the teachers` creativity. They also need to relate well with teachers and also harness the resources at their disposal for improved teachers` performance in terms of creativity.

Recommendations

Based on the study findings and conclusion, it is recommended that the head teachers are considered to be the main source of management at school level that handles smoothly the staff, parents and the community. This therefore calls for head teachers to be knowledgeable

in educational matters. Successful head teachers contribute to the improvement of teaching skills and a source of inspiration through their attributes and competencies for their staff. Thus this study suggests to encompass over the gaps of head teachers' conceptual skills that are directly interlinked with teachers' performance. Definitely it has a positive impact on teachers' creativity. This will be helpful for the teachers to deal with the problems based on their classroom level in respect of their creativity implications and outcomes.

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