
AN INFLUENCE OF HEAD TEACHERS' MANAGERIAL SKILLS ON TEACHERS' PERFORMANCE AT PRIMARY SCHOOL LEVEL

Fizza Fatima

M.Phil. Student,

Institute of Agri Extension, Education and Rural Development, University of
Agriculture Faisalabad,

Punjab, Pakistan

Email: fizzarana888@gmail.com**Muhammad Iftikhar**

Associate Professor

Institute of Agri Extension, Education and Rural Development, University of
Agriculture Faisalabad,

Punjab, Pakistan

Email: muhammad.iftikhar@uaf.edu.pk**Muntaha Ejaz**

M.Phil. Student,

University of Lahore, Lahore

Email: munthaejaz@gmail.com

ABSTRACT

The purpose of this paper is to find out what managerial skills head teachers use and how they affect the work efficacy of school teachers at primary level in district Bahawalnagar. The evaluation of a head teacher's efficacy is a procedure that involves comparing actions or behaviors to quality performance standards. The extent to which school employees have met their short and long-term educational objectives is referred to as school reputation. The purpose of the study was to ascertain the effect of head teachers' managerial abilities on the performance of primary school teachers. To investigate, a descriptive form of study and a quantitative technique were used. The study's target population was 50 public primary schools, each with 111 teachers and 50 principals. This survey included all 111 primary school teachers and 50 head teachers as participants. Data was gathered using a questionnaire technique. The Statistical Package for Social Sciences application was used to evaluate the data (SPSS). Findings of this study show that head teachers are very active in their instructional leadership duties, and that these positions have an impact on their

teachers' work performance. There were a few suggestions presented.

KEYWORDS

Head teachers', Managerial skills, Teachers performance, Primary level

INTRODUCTION

Employees' perceptions of themselves, their interests, and how they act in regard to their devotion to their work and goals are directly under the influence of their leaders. Because an organization's success depends totally on the support of its staff, participants (students), the community, and investors, schools can only manage change if they have the efficient management styles and activities. The development of unique skills that enable the manager to perform at a high level is required to deal with them effectively. The head teacher serves as a crucial link between the community and the school, and how well they do in this position directly affects how teachers and parents feel about the institution.

REVIEW OF LITERATURE

Different definitions of leadership are presented in literature, and these definitions differ greatly. Yalokwu (2000) underlined the importance of having certain specific abilities and having a good familial background in shaping a successful school administrator. Edem (2003) found factors that contribute to school head-teacher' success. Some studies have emphasized the relevance of personality qualities or an individual's psychological make-up, whilst others have ascribed administrators' performance to variables within the environment to which they have been exposed. Brandley and Michael (2003) forming a vision of school achievement for all students, one based on high schooling standards, building an environment favorable to education with the aim of guaranteeing stability, a cooperating spirit, and other practicalities of constructive interaction are five of the principal's primary tasks, according to him. Build leadership in others to inspire teachers and adults to take part in the achievement of the school vision. Improving instruction so that teachers can better educate, and students may achieve their full potential. Ibrahim (2004) found that involved decision-making is frequently seen as innately beneficial, with overwhelming positive impacts on institutional performance, even though it needs sensitivity, trust, skills, empathy, patience, and cooperation to make it work in any organization.

Deakins *et al.* (2005) the function of the head teacher is crucial in making a school a well-defined organization. His position at the school allows him to motivate his workers and enhance the school's academic success rate. Head instructors are held to a high standard of accountability for their pupils' academic success. The responsibility for managing human capital in their schools is delegated to principals. Their management behavior has a significant detrimental or positive impact. Good principals

focus on preparing, organizing, and marketing their job while keeping positive interpersonal relationships with their support staff and students. Kinkus (2007) emphasized project management approaches that might assist team members enjoy working on the project. While few PM publications emphasize the value of having fun in project management, Garstang recommends that project managers discover methods to make collaborating pleasant to boost morale, which may lead to greater levels of creativity, productivity, and quality. Being a successful project manager can also increase team members' willingness to collaborate with the project management on future projects. Andrews *et al.* (2008) good directors set up of a school-wide structure of adherence to ambitious goals and all students' accomplishment in accordance with their duties. A competent principal makes sure that the faculty grasps the concept of academic accomplishment for everyone and accepts a comprehensive learning development program centered on student progress objectives. Principals are frequently rated higher than other faculty members for inspiring leadership than those who are not highly regarded by teachers for fostering a positive learning environment at their institution. Grissom and Loeb (2011) explained that the principal, known as the head teacher, performed billions of leadership and administrative roles to enhance school performing.

Tatlah and Iqbal (2012) in the field of education, school effectiveness is a hot topic. There have been no substantial studies on the leadership of school leaders on school improvement. This article uses leadership theory to highlight the connection between leadership styles and learning goals. The study is a co-relational study in which questionnaire were used to perform a survey. In Pakistan's Punjab province, an evaluation was undertaken on the experiment of 300 male and female head-teachers, deputy head teachers, senior instructors and pupils (Tatlah and Iqbal, 2012). Kamete (2014) this research was conducted in Mbeya City and involved ten primary schools. Questionnaires were used to gather data, which was then analyzed using the SPSS software suite. The majority of public-school headmasters have managerial abilities, according to the findings. Journals and empirical literature review were employed as sources for literature review. The government should also adopt a policy for head teachers to receive managerial skills training, like what they do for various levels of management in other businesses.

Mbon (2017) in this study, three (3) hypotheses were developed and evaluated. All the heads and deputy heads of 21 public elementary schools in Calabar-South L.G.A. were included in research. Two structured questionnaires were used to collect data; Head Teachers' Administrative Behavior Questionnaire (HTMBQ) and the Teachers' Task Performance Questionnaire, both of which were evaluated for reliability using the test-retest approach. At the 0.05 level of significance, the data was examined using contingencies chi-square and Pearson Product Moment Correlation statistics.

Rasool *et al.* (2019) investigated that in order to successfully manage an organization, managers must be well-versed in management techniques. A head of institution should possess management abilities in order to accomplish desired goals. The current problem in primary schools is that school heads receive insufficient training in management skills, despite how well it is done in other businesses. The effectiveness of the institution is significantly influenced by the head teachers' abilities in particular. It needs to be strengthened with the expertise of the head teacher in the process of constructing a general design space and specialized teaching spaces. The educational system is crucial to the fundamental growth of people in a variety of fields and disciplines. Great teachers have the power to inspire creative thinking in those who learn in their charge in institutions under their authority. Young individuals from many social classes are produced by experienced art teachers. Giami and Obiechina (2019) conducted research on the principal's management abilities in relation to teacher performance, indicating their relevance to various strengths, motivations, needs, aspirations, objectives, and alternatives, which initiate and maintain volunteer activities by members of organizations such as educational institutions in order to achieve personal goals, organizational goals, objectives, competent roles, and positions.

Munir *et al.* (2020) the objective of this study was to find out the impact of head teachers' administrative abilities on students' academic achievement. All the criteria were shown to be substantially connected with each other and with students' academic achievement, according to the study's findings. All the independent variables had a positive impact on dependent variables, and all these factors were statistically significant in relation to the student's Academic Achievement, according to the Multiple Regression Model. According to research, all independent variables have a significant impact on dependent variables, and all these variables are statistically significant in terms of students' academic achievement. Laghari *et al.* (2021) this research study aims to analyze the impact of head teachers' managerial abilities on teacher participation. Review of the relevant literature found that many head teachers of several institutions have varying implications for their administrative skills in various research papers, publications, journals, and theories. Conceptual, technical, and interpersonal abilities are applied to improve organizational outcomes. The simple random sampling method and Rule of Thumb were used to sample the population of head teachers and teachers at Public Secondary Schools in the city of Danabad, Northern Ireland. Through the use of the Likert scale 5.0 and SPSS 23, data was gathered.

Rodman (2010) stated that the administration also works with the general public to resolve problems and concerns that parents have about their children. Educational administration is a dynamic field. To explain the concepts of teaching, educational

administration also works with educational psychology. Philosophy, psychology, planning, managing, coordination, monitoring, and directing are all part of the administration field. Chandan (2010) discussed that the general direction and assistance of pupils is the responsibility of educational administration. It includes the school's administration. The head of an institution is supposed to have specific abilities in management, curriculum, and coordination, staff usage, scheduling, and overseeing all mother activities that take place under the school's banner. The importance of administration in the education sector cannot be overstated. It is impossible to conceive achieving the aims and goals stated in the beginning without adequate coordination and administration of all players in the field of education. Wasee (2010) stated that contributed to this point by stating that administrative grace and successful style is a vital feature of an individual personality represented a leader that causes his or her employees to follow him or her. A leader's administration style is a particular dramatization that he or she adopts in order to motivate and inspire subordinates. As a result, the institute's aims and goals can be met in a professional and successful manner. It is the school principals' systematic approach to achieving institutional goals.

Bas (2010) expressed that it is a diverse comprehensive factor among other stakeholders who are responsible for school achievement when seen from many perspectives. The Administration style of principals is one of the most essential and critical components in any educational setting; this demonstrates the impact of Administration on school development. Poole (2011) elaborate that looked at the role of teachers and administrators as constructors and re-constructors of meanings from a constructivist perspective in order to break down the traditional hierarchical relationship between teachers and administrators and develop a more horizontal, collegial relationship in which both contribute equally to the common goal of improving student instruction. Previously, the administrator's function was mostly managerial, and teachers were required to comply with their responsibilities. The roles and standards established for the teacher-administrator interaction revealed clear structural, cultural, symbolic, and political distinctions. Teachers were firmly ensconced in the "trenches of the working core in the classroom," while administrators ensconced in their offices were isolated from the school's essential technology; teachers were simply expected to educate, and administrators to administer. Douglas (2011) expressed that as a result of current worldwide trends toward acquiring and maintaining fame in education, a raging dispute has erupted over the nature of Administration talents and skills, according to which a school teacher, as well as principals and management panels, should be practiced and established in order to obtain high educational quality output. Our educational system's key pillar is school administration. Supervisors have faced and conquered a wide range of problems on a regular basis.

Alageheban (2011) elaborated the principal's administration style has a significant impact on the efficacy of staff performance. Literature supports the importance of Administration style of principles in the educational sector were or improved and efficient performance of the institute, personnel, and students.

Dembowski (2011) stated that educational administration is a method of efficiently achieving the aims. It must be used to further educational objectives. If education is to be an instrument for social change, it must instill and produce a sense of one's fellow human beings. Human and material resources are important in educational administration. These should be put to good use in order to meet educational objectives.

Lashway (2012) stated that every school principal has his or her own educational administration concept, which includes a variety of characteristics that assist him solve and manage many difficulties on a daily basis. The word Administration itself is a representation of the powerful, enthusiastic people who have absorbed victorious armies, constructed prosperous and powerful empires, or changed the classification of nations. Previously, the principal's responsibility was to encourage instructors in their efforts to get desirable results through their instruction. However, the trend has been rapidly altering in recent years. At the secondary school level, as well as at the higher education level, the function of the principal is critical in ensuring the efficacy of teachers and students in the classroom.

Herrington (2012) stated that normal assets, physical capital, and human capital are the three most important elements in monetary growth. However, normal assets are not the only determining factor in economic development. Investment is intimately linked to economic progress, yet its effectiveness varies substantially. As a result, it is preferable to conserve three types of resources in order to achieve development through education.

Verma (2012) stated that educational administration is made up of two words. The first word 'educational' refers to activities aimed at educating a person, while the second word 'administration' refers to a type of service aimed at educating a person. An administrator is like a supervisor who keeps an eye on everything to make sure nothing gets in the way, seeking to find all the aspects that are at odds with the goals set at the start.

Dubberke *et al.* (2012) explained that primary school administrators are confronted with a variety of issues. Because they have to answer the parents and teachers on the one hand and the school district on the other, their jobs can appear untenable. On the other hand, it must adhere to state and federal regulations. Social issues, such as student discipline, and management issues, such as instructional and administrative issues, are the two main kinds of issues. Administrative issues with teachers and other staff members can range from teacher evaluations, timetable changes, and a shortage of resources. Administrative issues are roadblocks in the school administration process. That is the issues that principal faces while they carry out their duties and which may have an impact on the school's achievement of its objectives. Problems are a part of life, and one's capacity for coping with and resolving them determines their level of success.

Adeyemi (2012) stated that as a result, the frontrunner's performance determines the principal's ability to operate and administrate. The importance of attitude in the choosing of specific styles for specific organizational aims cannot be overstated. Most teachers complain about their supervisor, claiming that he or she does not think well of teachers/staff members, which has a negative impact on staff members' attitudes and behaviors. As a result, teachers' expectations remain pessimistic, and jobs are completed half-heartedly. Teachers should make favorable assumptions about their bosses because positive assumptions lead to good ambience, and when staff's assumptions change, they bring positive attitudes and actions between teachers and administrators. It is crucial in improving the interaction between instructors and administrators.

Kamel (2012) expressed that the term "educational administration" refers to a procedure that leads to professional development. Because this approach focuses on teachers' performance and teaching activities, it strives to assist teachers in improving their teaching performance and so serve as better teachers for their students. The emphasis on teachers' self-improvement by educational administration encourages them to employ successful teaching strategies in the classroom. Appiah (2012) stated that this duty has been taken on by supervisors and inspectors who are in charge of implementing educational policies and ensuring that they comply with guidelines established by the government through the Ministry of Education. In other words, they oversee classroom and school instruction, have regular conversations with instructors, and present reports to the relevant District, Municipal, and Education Directorates. As

part of his or her administrative duties as the head teacher of a basic school, the head teacher acts as an internal supervisor of instruction.

Tichenor (2013) stated that a teacher's status as a professional does not just imply that he or she possesses subject and pedagogical knowledge and is compensated for sharing it with students. A professional teacher, on the other hand, exhibits professionalism by individual traits such as responsibility for transformation and continuous progress, as well as participation in academic activities outside of the classroom. Furthermore, teaching is a multifaceted idea. Compare and contrast the perspectives of a teacher and an administrator on the aspects of professionalism. It's important to realize that administrator ideas on what constitutes "professional" may differ dramatically from what it means to instructors.

Hismanoglu (2013) expressed that today, teachers must engage in life-long learning in their career, as well as update and upgrade their knowledge and abilities in order to improve how they teach or present information to their pupils, due to the increasing modern demands of teaching. Individual or group effective teaching activities, as well as professional development techniques like in-service training, peer training, team or group teaching, study groups, mentoring, teaching portfolios, and action research, are all ways that teachers can maintain ongoing professional development. High-order cognitive abilities, meta cognition, the construction of knowledge and cognition, collaborative and cooperative learning, brain-based learning, students' multiple intelligences, and independent access to information via computers and advanced technologies are a few examples of new approaches to teaching. As a result, according to the same author, instructors must be dedicated to regularly updating their knowledge and skills, reflecting on their own professional development, and building their own careers. Cassner (2013) reported that a key goal of educational administration is to ensure the availability and proper usage of limited resources such as time, people, and space. Planning, budgeting, personnel, communication, organization, programming, assessing, and coordination are some of the factors. These elements each have their own worth in completing the work and they are all linked together. A good administration places a premium on completing and completing things on time.

Arabaci (2010) stated that a successful administrator is one who completes a task. Educational management is a "non-profit" manufacturing endeavor. For example, mechanical organizations' objective is to deliver products that, obviously, meet the needs of the broader public, but their mental process is to profit. In general, no corporate organization can operate on the "no gain, no loss" basis, whereas educational administration focuses on the promotion of human identity without regard for economic gains.

Zendeli (2011) explained that the soul of educational administration is the effective and efficient setup of educational structure. Educational administration is the total of all management qualities required to effectively administer a school, such as Administration, guidance, and monitoring. In fact, the state determines the framework of educational administration based on goals. The framework outlines the authorities' duties and responsibilities in achieving the goals in a timely manner. This organization comprises both the teachers and the students. Agunloye (2011) said that the head of administration in the majority of primary schools, the principal, frequently encounters a plethora of issues while doing his duties, which may lead to the failure to achieve stated objectives. Among the problems include indiscipline between teachers and students, inadequate physical facilities, inadequate funding, teacher incompetence, poorly equipped libraries and laboratories, and frequent teacher transfers. Aslanargun (2012) explained that as a result, we might say that educational endeavor is a social enterprise. Clearly, instructive structure is deeply rooted in life and should be transformed into a powerful tool for social transformation. As a result, the wellbeing of individuals is the primary motivation for educational administration.

Owan (2012) expressed that many instructors, particularly those in primary schools, have also been reported as failing to report to work on time. They have a negative attitude about punctuality and instructing students. Many principals lament the fact that many of their employees fail to take notes and are frequently absent. These negative attitudes toward work are signs of poor teacher performance. Some factors that interfere with teachers' ability to execute their jobs well have been identified, including lack of motivation, lack of teacher involvement in decision-making, poor leadership practices by school administrators, poor school climate, uneven workload distribution, and poor staff welfare. Kankam (2013) stated that the world is now considered to be a "global village," and there have been huge advancements in information, leading to advanced teaching and learning methods based on technology. The changes in learning have been emphasized in this context. New approaches to teaching and learning have arisen as a result of the development of the informational and knowledge-based societies. The role of the teacher in the classroom has been redefined as a facilitator of learning as a result of these new methodologies.

Johnson (2013) defined that administration as the process of planning, commanding, coordinating, and controlling education. Planning is a mental activity that is carried out based on facts, ideas, and concepts. It organizes its actions in order to attain the goals for which it was established. Organizing people, materials, procedures, information, and the job to be done entails organization, interrelationship, and order. To control means to ensure that everything is done in compliance with the regulations those have been established in the contract Instructions.

Gokso and Argon (2013) elaborated that creating a blueprint for any undertaking is a

form of planning. It's the heart and soul of any administrative procedure. The base of a typical expert organization, in which work subdivisions are organized, classified, and constructed for specific goals. It is a continuous procedure of making decisions, as well as selecting specific and general demands and recommendations, and acting as a business instructor. It is the crucial responsibility of connecting the many aspects of the work. Keeping those who the official can rely on informed about what is going on, as well as keeping himself and his subordinates informed through records, research, and inspection (Larson, 2014). Golf (2013) expressed that because appointments, transfers, placements, and promotions are based on favoritism, corruption, and political connections rather than merit, teachers' problems have a substantial impact on their performance and attitude, making them less eager to teach. Teachers usually work in remote areas, where they must deal with practical problems like lodging and transportation. According to the study, teachers are overworked with more classes because of a staffing shortage in schools, they face a lack of teaching and learning resources, there are fewer opportunities for professional development, a servant-master environment and a culture of leg-pulling and flattery predominate in schools, and teachers frequently rely on other activities for a living such as real estate, shop-keeping, etc. The methods used in school for teaching and learning have been significantly impacted by this.

Saeed *et al.* (2013) said that no country can surpass the caliber of its teachers. This demonstrates that instructors are essential to every educational system because without them, educational objectives cannot be achieved. It should be noted that teachers are essential to any program's effectiveness in implementation. This emphasizes how crucial it is for them to be successful in their regular teaching efforts. As one of the key elements of a successful school, discipline is a crucial part of administration, with well-behaved instructors and students serving as indicators of a principal's success. It speaks to the ability of both teachers and pupils to adhere to school policies, laws, and guidelines. Some instructors put their personal life over their primary obligations, according to a state scenario. For instance, some female instructors choose to sell their wares to other staff members while classes are in session, and some even sneak out of class during scheduled hours to sell their goods. This is preferable than finishing their primary assignments on time. Similar to this, some male instructors seem to involve the class in personal matters during lunch and, occasionally, during recess. Some teachers seem to be absent from the classroom and from the school, while others fail to organize lessons or keep a topic log.

Ibtisam (2014) stated that the people who make up the administrative organization or educational institution are the main focus of educational administration. As a result, it makes an effort to create strong interpersonal connections that make it simpler for those who work in the education industry to contribute to the enhancement of the

educational process. Recently, the definition of educational supervision has changed to include the values that support its goals. Recent developments in behavioral sciences across many fields, as well as changes to the educational process, can be credited with this approach. Matei (2014) stated that the word "administration" comes from the Latin word "minister," which meaning "service" or "doing something better for others." It signifies to take actions for the betterment and prosperity of concerned people, according to the history of the word. Later on, numerous shades of meanings were added to the definition of administration, such as organized social and economic life, guiding, controlling, budgeting, and staffing. The term 'administration' had a traditional meaning of 'conduct, take care of, or accomplish' Millet (2014) stated that the administration is in charge of overseeing the implementation and follow-up of educational activities. This sub-system will continuously monitor progress on activities and projects, in particular on the basis of statistical or descriptive data, and compare what is actually being done with predictions made on the basis of planned program and objectives.

Althassan (2014) expressed that administrative procedures for staff personnel include orientation, decision-making, and delegating responsibilities; as well as supervision, staff professional development, and incentive. Staff professional development techniques and staff motivating practices appear to be the administrative practices adopted in this study. These two were of particular significance because of their importance in preparing instructors for more growth in ICT knowledge enhancement in the twenty-first century and an intergenerational division in teaching technology. Secondary education is traditionally the last step in the educational process. Zhou (2014) stated that communication is a key technique for improving relationships between administrators and instructors. Direct, indirect, horizontal, vertical, downward, upward, and other types of communication exist. Teachers should voice their concerns frequently and in a variety of ways. The majority of instructors does not disclose their concerns to their superiors and attempt to manage their difficulties on their own. However, if teachers voice their concerns to administrators, the administrators will be pleased and will respect you more. The development of a positive teacher-student relationship will take place.

Ajmal (2015) stated that the institution's head was in charge of good administration and proper administration. This type of good administration maintained discipline among teaching and non-teaching staff, as well as organizing and supervising the students. The head instructors ensured that all registers were kept up to date and that children were taught physical, social, and ethical qualities. It took part in educational activities on a regular basis and organized sports, games, and co-curricular events for the students at the institution. Heystek (2015) narrated that successful management fosters strong relationships with teachers and a vibrant school-family-community

partnership in order to improve school performance. In terms of school creativity and innovation, the principal's role is frequently viewed as a mentor and a changing agent. However, by consistently paying primary school teachers' wages, many primary school administrators have also improved teachers' participation in decision-making at their schools, and other changes that were meant to cause a shift in primary school teachers' work performance have been made. The researchers wanted to know if administrators' administrative competence had any effect on teachers' work performance because, unfortunately, the same adverse problem with teachers' job performance continues. Suleman (2015) identified fixed plans and targets, sophisticated visualization, and accumulated finances enable the staff to work on school policies and achieve the desired outcomes in the areas of student achievement and school development. Week administration, a lack of academic staff dedication and students' disinterest are all factors that contribute to a school's poor performance. Additionally, challenges impeding educational institutions and still worth tackling consist of instructors' absenteeism, increasing dropout rates of pupils, high incompleteness rates, gender inequality, teachers' ineptitude, and the dismal performance of schools.

Dilshad (2016) expressed that administrators play a critical role in the efficient operation of any firm and have a direct impact on employee performance and progress. In organizations, effective administration is the foundation for growth and performance. Academic leaders share a number of traits (communication, honesty, humility, confidence, motivation, creativity, intellect, and cooperation). Although it is a global phenomena, administration is influenced by context and culture. Khaled (2016) suggested that the administrative structure should ensure that people and material resources are utilized efficiently to maximize benefit. Any resource waste should be avoided. In poorer countries, education is typically badly managed. It has an exorbitant monetary expense as well as a lack of preparation and coordination. The strategies for the development of the economy and the development of human resources must be integrated for the most efficient mobilization of the country's resources. Fernet *et al.* (2016) stated that principals in the school system frequently struggle with a lack of funding because they are not permitted to collect additional funds from students for any reason and the small amounts of money provided by the state government as grants are frequently delayed and insufficient to cover operating costs. Principals frequently fall short on basic necessities like chalk, marker, pens, lesson notes, teachers' time/movement books, stationery, a well-stocked first aid kit, fueling and maintaining generators, maintaining computers, providing staff members with access to restrooms, and providing teachers with convenient offices, among other things. All of these are considered essential for the efficient administration of the school, but if they are not provided on time, they may hinder the principal's ability to lead effectively.

Ellen (2016) elaborated that a teacher's and an administrator's perspectives are largely different. A teacher must be able to comprehend the leader's viewpoint. When a teacher works in accordance with his or her administrator's expectations, he or she will be rewarded. Typically, disputes happen when a teacher works according to his or her own wishes and does not comprehend what his or her administrator is thinking. A teacher should always work with the assistance of his or her administrator. It is true that most teachers try to complete their responsibilities honestly, but they do not involve their employer in their work, which causes a problem because the boss expects instructors to seek guidance before undertaking any task. As a result, the relationship between teachers and administrators improved. Teachers should endeavor to understand their administrators; some respect the power of speaking truth to power, while others are opposed to it. As a result, teachers should make an effort to do work that they enjoy. Siddiqui (2017) highlighted that majority of school administrators in Pakistan believed in the development of worry, stress, and anticipation in juniors, based on their own experiences. Heads of schools/Headmasters were instilling in their teaching personnel only irritation and unhappiness. Educational administration, parental participation, and student academic success all played a role in determining the Headmaster's role in achieving objectives. The effectiveness of head teachers was crucial to the improvement of educational institutions.

RESEARCH OBJECTIVES

1. To investigate the respondents' demographic status. To describe the effectiveness of the head teacher and the school's performance at the primary school level.
2. To explore into how teachers' performance is impacted by the communication methods adopted by the head teachers.
3. To Investigate the link between a head teacher's managerial abilities and the primary school success.
4. To formulate some suggestions based on the results of the research.

RESEARCH METHODOLOGY

Design

The present study was descriptive quantitative research. The research design tried to gather information from people in a population to find out how that group is doing right now in terms of one or more variables (Mugenda, 2003). The researchers were able to study the chosen demographic of public primary schools in the district of Bahawalnagar because to this study's design.

Population and Sample

By using a convenient sampling technique, 50 primary schools with 111 teachers and 50 head teachers were tested in Bahawalnagar district. All 111 primary school teachers and 50 head teachers were taken as sample for this study.

Data Collection

Data were collected using questionnaire technique.

Area of Study

District Bahawalnagar was the research area of this study.

Data Analysis

The data were analysed through SPSS (Statistical Package for Social Sciences). The data shown that the majority (60%) of respondents between the ages of 31-35 years. The majority (80%) of those who responded to education was above all (100%) respondents had a salary of more than 20,000. allowing teachers to control the right seats in the classroom (weight = 225, rated value = 4.50) was in grade 1. It shows that the respondents strongly agreed on the agreed continuity. Increasing teachers' ability to manage audio / visual resources for teaching and learning (weight points = 216, average total = 4.33) was 2drank. It shows a good relationship between the thinking, technical and interpersonal skills of head teachers with the performance of the Teachers.

RESULTS AND DISCUSSION

Table 1: Distribution of the head teachers according to their age

Age	Frequency	Percentage
26-32	7	20.0
33-40	7	20.0
Above 35	21	60.0
Total	35	100.0

Table 1 shows that less than one fourth (20%) of the respondents were between 26-32 age. Less than one fourth (20%) of the respondents were between 33-40 years. Majority (60%) of the respondents were above 35 years.

Table 2: Distribution of the respondents according to their education level

Education level	Frequency	Percentage
Graduation	7	20.0
M.Sc	21	60.0
M.Phil	7	20.0
Total	35	100.0

Table 2 shows that less than one fourth (20%) of the respondents education were graduated, while majority (60%) of the respondents were M.Sc. less than one fourth (20%) of the respondents were M.Phil.

Table 3: Distribution of the respondents according to the managerial skills that involved for enhancement of teachers performance

Statement	Weighted score	Mean	S.D.	Rank
Allow the teachers to control the appropriate classroom seating arrangement	225	4.5000	.83666	1
Improve the competence of teachers to manage the audio/visual aids for instruction and learning	216	4.3333	.51640	2
Provide them access to both indoor and outdoor learning opportunities	191	3.8333	1.60208	3
Provide the teachers the ability to oversee the classroom activities	183	3.6667	1.50555	4
Boost teachers' capacity to control students' conduct	183	3.6667	1.63299	5
Improve teachers' ability to organize students' viewpoints	175	3.5000	1.51658	6
Elevate teachers' capacity to oversee student interpersonal interactions	150	3.0000	1.67332	7
Provide the instructors control over the computer lab's apparatus.	150	3.0000	.40825	8

Table shows that Enable the teachers to manage the proper seating arrangement in classrooms (weighted score =225, mean value = 4.50) was at 1st rank. It indicates that respondents were strongly agreed proceeding towards agreed. Increase teachers' ability to manage the audio/ visual aids for teaching and learning (weighted score =216, mean value = 4.33) was at 2nd rank. It indicates that respondents were strongly agreed proceeding towards agreed. Provide them opportunities of indoor and outdoor learning activities (weighted score =191, mean value = 3.83) was at 3rd rank. It indicates that respondents were strongly agreed proceeding towards agreed. Enable the teachers to manage the learning activities (weighted score =183, mean value = 3.66) was at 4th rank. It indicates that respondents were strongly agreed proceeding towards agreed. Increase teachers' ability to manage the behavior of students (weighted score =183, mean value = 3.66) was at 5th rank. It indicates that respondents were strongly agreed proceeding towards agreed. Develop the skill among the teachers to arrange the students views (weighted score =175, mean value = 3.50) was at 6th rank. It indicates that respondents were strongly agreed proceeding towards agreed. Increase teachers' ability to manage the interpersonal relations of students (weighted score =150, mean value = 3.00) was at 7th rank. It indicates that respondents were strongly agreed

proceeding towards agreed. Enable the teachers to manage the science equipment in science labs (weighted score =150, mean value = 3.00) was at 8thrank. It indicates that respondents were strongly agreed proceeding towards agreed.

Table 4: Distribution of the teachers according to their age

Age	Frequency	Percentage
26-30	15	17.0
30-35	25	31.0
36-40	20	22.0
Above 40	24	30.0
Total	79	100.0

Table 4 shows that less than one fourth (17%) of the respondents were between 26-30 age. More than one third (31%) of the respondents were between 30-35 years. Less than one fourth (22%) of the respondents were between 36-40 years. One third (30%) of the respondents were above 40 years.

Table 5: Distribution of the teachers according to their education level

Education level	Frequency	Percentage
Intermediate	8	10.0
Graduation	16	20.0
Masters	47	60.0
M.Phil	8	10.0
Total	79	100.0

Table 5 shows that one tenth (10%) of the respondents education were intermediate, while less than one fourth (20%) of the respondents were graduated. Majority (60%) of the respondents were master. One tenth (10%) of the respondents were M.Phil.

Table 6: Distribution of the respondents according to the managerial skills that involved for enhancement of teachers performance

Statement	Weighted score	Mean	S.D.	Rank
Provide the teachers the ability to oversee the classroom activities	335	4.5000	.68825	1
Boost teachers' capacity to control students' conduct	323	4.1000	.85224	2
Improve teachers' ability to organize students' viewpoints	320	4.0500	.82558	3

Elevate teachers' capacity to oversee student interpersonal interactions	316	4.0000	.45883	4
Provide the instructors control over the computer lab's apparatus.	308	3.9500	.45251	5
Allow the teachers to control the appropriate classroom seating arrangement	296	3.8000	.32251	6
Improve the competence of teachers to manage the audio/visual aids for instruction and learning	292	3.7500	.65251	7
Provide them access to both indoor and outdoor learning opportunities	290	3.7000	.65251	8

Table shows that Enable the teachers to manage the proper seating arrangement in classrooms (weighted score =335, mean value = 4.45) was at 1st rank. It indicates that respondents were strongly agreed proceeding towards agreed. Increase teachers' ability to manage the audio/ visual aids for teaching and learning (weighted score =323, mean value = 4.10) was at 2nd rank. It indicates that respondents were strongly agreed proceeding towards agreed. Provide them opportunities of indoor and outdoor learning activities (weighted score =320, mean value = 4.05) was at 3rd rank. It indicates that respondents were strongly agreed proceeding towards agreed. Enable the teachers to manage the learning activities (weighted score =216, mean value = 4.00) was at 4th rank. It indicates that respondents were strongly agreed proceeding towards agreed. Increase teachers' ability to manage the behavior of students (weighted score =308, mean value = 3.95) was at 5th rank. It indicates that respondents were strongly agreed proceeding towards agreed. Develop the skill among the teachers to arrange the students views (weighted score =296, mean value = 3.80) was at 6th rank. It indicates that respondents were strongly agreed proceeding towards agreed. Increase teachers' ability to manage the interpersonal relations of students (weighted score =292, mean value = 3.75) was at 7th rank. It indicates that respondents were strongly agreed proceeding towards agreed. Enable the teachers to manage the science equipment in science labs (weighted score =290, mean value = 3.70) was at 8th rank. It indicates that respondents were strongly agreed proceeding towards agreed.

FINDINGS

The head teachers and teachers demonstrate that all management skills, with the exception of the returning leadership style, have a positive impact on teacher performance. In addition, a supportive leadership style is a widely used style. Important, age, qualifications and experience such as independent flexibility have influenced teacher performance. The data also shows a statistically significant

relationship between teacher performance and leadership styles used by head teachers. Teachers who receive the support of head teachers as teaching materials are strongly encouraged to improve.

DISCUSSION

Head Teachers skills provide aid to the teachers in their learning process and help them develop positive, understandable opinions about educational policies and instructional materials as well as teaching and coping techniques for challenging situations that may arise during the teaching and learning process. It also increases teachers' knowledge of ways to enhance their creativity and the ways in which students engage in teaching and learning, both of which can lead to improved student achievement in respective courses. There are various challenges to school development and teacher performance nowadays when many institutions run without head teachers. As a result, this study contributes to our understanding of the abilities of head teachers who improve teachers' creative performance in primary schools.

In terms of research findings on purpose, head teachers' management abilities are crucial to student achievement. The mental capabilities of head teachers and teachers' IQ are directly correlated. To obtain the highest results in teaching and learning, great teachers need to pick up and hone these talents. It is a better and more efficient method of improving teacher competencies. To enhance teachers' performance in terms of creativity at the primary school level, they must also effectively communicate with teachers and utilize the tools at their disposal.

LIMITATIONS / IMPLICATIONS

Head teachers of the schools should be aware of teachers. The Board of Directors and senior teachers must provide shared leadership opportunities. The Office of Quality Assurance and Quality (QAS), requires funding to engage teachers in on-the-job learning.

RECOMMENDATIONS

Teachers should be supported by the provision of teaching and ICT resources, and provided with developmental opportunities by government institutions.

Social implications

Teachers should be recognized with gratitude and other incentives for award days and conferences. Teachers have been given responsibilities and freedoms to develop skills.

Originality/Value

Research shows teacher motivation as a way to improve quality management efficiency.

Considering the outcomes and findings of the investigation, it is suggested that head teachers be seen as a main source of management at the primary school level that effectively manages staff, parents, and the community based on the research findings and conclusions. Head teachers must, therefore, be knowledgeable about educational issues. Through their qualities and capabilities, successful head teachers inspire their staff and help them develop their teaching techniques.

Therefore, this study suggests filling in the disparities between head teachers' management abilities and student achievement. It has a favorable effect on teachers' inventiveness. This study will make it easier for teachers to handle the issues that underlie them.

REFERENCES

- Adeyemi, K. (2012). Assessing Student Information Literacy Skills in the California State University: A Progress Report. *J. Aca. Lib.*, 28, 26–35.
- Agunloye, S. (2011). What students want: Generation Y and the changing function of the academic leadership and management portal. *J. Lead. Mana. Aca.*, 5, 416-425.
- Ajmal, J. (2015). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.
- Allageban, L. (2011). Research in Teacher-Leadership and management and the Institutionalization of Change. *J. Sch. Lib. Med. Quart.*, 6, 45-50.
- Althassan, J. (2014). *Concept-oriented Reading Instruction: An Integrated Curriculum to Develop Motivations and Strategies for Reading*. Elise's: London.
- Andrew, K., Breivik, P. and Broz, S. (2008). *Higher education in the Internet age: Leadership and management creating a strategic edge*. Greenwood Publishing Group.
- Appiah, M. (2012). Family scholarly culture and educational success: books and schooling in 27 nations. *J. Res Soc. Stra. Mob.*, 28, 171-197.
- Arabaci, C. L. (2010). Promoting future scientists: the project Kolumbus-Kids. *J. Edu. Sci.*, 24, 99-120.
- Aslanargun, S. (2012). What students want: changing function of the educational leadership. *Lib. Acad.*, 5, 405-420.
- Bas, K. (2010). Impacts and outcome: searching for the most elusive indicators of academic Leadership and management performance. *Res. J. Edu. Stu. and Review.*, 1, 118-122.
- Brandley, L. and Michael, J. (2003). Analysis of teachers and managerial conflicts for supporting primary economic instruction. *Int. J. Edu. Res.*, 34, 90-101.
- Bruce, W. (2012). Impact of media richness and flow on on-line learning technology acceptance. *Current issues in educational planning for on-line teaching*, 14, 73-92.
- Campbell, C. L. (2010). *The impact of school leadership on academic achievement*. Sage: New York.
- Can, D.J. (2015). Teachers' beliefs and practices related to time management instruction. *J. Teac. Edu.*, 17, 213–226.

-
- Cassner. (2013). *How in the World Do Students Read?* IEA Study of Reading Literacy, Hamburg, International Association of the Evaluation of Educational Achievement.
- Chandan, J. (2010). Education in Pakistan: The key issues, problems and the new challenges. *J. Manag. Soc. Sci.*, 3, 47-55.
- Deakins, M., Blevins, V. and Liner, J. (2009). Learning to self-monitor and self-regulate. *Int. J. Res. Lea. Ins.*, 3, 197-218.
- Dembowski, K. S. (2011). Management of e-resources in the modern Leadership and management information system: an outlook. *Int. J. Edu. Dev.*, 12, 43-48.
- Dilshad, Z. (2016). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *J. Lead. Orga. Stu.*, 5, 199-208.
- Douglas, S. (2011). *Feedback for learning; Deconstructing teachers' conceptions and use of feedback*. Unpublished doctoral thesis, The University of Auckland.
- Dubberke, T., Kunter, M., McElvany, M., Brunner, N. and Baumert, M. (2012). What would be leaders do for the betterment of educational quality. *Int. J. Edu. Lea.*, 22, 193-206.
- Edem, S. (2003). Leadership and management and Learning: A History of Paradigm Change. *Int. Lead. Manag. Acad.*, 9, 181-197.
- Ellen, E. (2016). Theresponsibility of leaders in promoting education. Alternative policies for the time management, control, and delivery of basic education. *Int. J. Edu. Res.*, 21, 777- 783.
- Fernet, I., Krammer, K. and Pauli, K. (2016). Leadership and sustainability: System thinkers in action. *Int. J. Edu. Res.*, 56, 112-119.
- Giami, M. and Oiechina, C.M. (2019). Teachers' utilization of the school Laboratory: A means for developing the school curriculum. *Int. J. Aca. Lea. Mana. Inf. Sci.*, 4, 180-184.
- Goksoy, D. and Argon, L. (2013). The central role of leadership and management in education. *Sci. Educ.*, 81, 483-496.
- Golf, S. (2013). Educational measurement in social science. *J. Edu. Theo.*, 16, 37-40.
- Grissom, D. and Loeb. (2011). Education Research: How do we improve educational institutes? *Int. J. Soc. Sci.*, 45: 34-38.
- Herrington, N.E. (2012). Ensuring Effective Utilization of the leadership and management for effective Pedagogy: A challenge to Education in 21 century Nigeria. *Ebonyi State Univ. J. Educ.*, 4, 84-88.
- Heystek, S. (2015). The journey so far: Assessment for learning in Scotland. Leadership. *J. Lead. Dev.*, 16, 225-248.
- Himanoglu, J. (2012). Assessment literacy through authoritative leaders. *J. Phi. Delta.*, 72, 534-539.
- Hismanoglu, A. (2013). Leadership qualities and Sustainable Teaching and Learning About Senior Secondary School. Geography in Nigeria. *J. Educ. Soc. Res.*, 4, 289-294.
- Ibrahim, S.A. (2004). How leaders utilize and perceive their school environment. *J. Ame. Sec. Edu.*, 39, 67-84.
- Ibtisam, S. (2014). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *Int. J. Edu. Dev.*, 19, 3-45.
- Johnson, S. (2013). Management strategies for leadership as the core component of systemic change: A qualitative analysis. *Life.Manag. J.*, 9, 2190-2196.
- Kamel. (2012). The future of leaders: Changing formats and changing delivery. The Bottom Line: *J. Mana. Lead. Fina.*, PP: 173-181.
-

-
- Kamete, J. (2014). The removal of conflicts between management and teachers in university. *Coll. Res. Lib.*, 38, 345-56.
- Kankam. (2013). Educational leadership in Pakistani educational institutes. Islamabad. *Int. J. Edu. Res.*, 5, 1-7.
- Khaled, G.L. (2016). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *J. Edu. Lead.*, 34, 75-83.
- Kinkus, M. (2007). The meaning of 'relevance' in education and its implications for the curriculum. *St. Sci. Educ.*, 49, 1-3.
- Laghari, L., Danjuma, T. and Adeleye, M.O. (2021). The effect of the leadership and management in the Teaching: A Case Study of Secondary Schools in KaruLGA, Nigeria. *Res. J. Edu. Stu. and Review*, 1, 118-122.
- Lashway, K. (2012). Leadership and management research success: Designing and online tutorial to teach information literacy skills to first-year students. *Int. Hig. Edu.*, 2, 247-251.
- Matei, P.W. (2014). Leadership and management use and the undergraduate economics student. *Coll. Stu. J.*, 34, 157.
- Mbon, K. (2002). Conflict of leaders and management over twenty-five years. *J. Acad. Lib.*, 25, 79-81.
- Munir, J., Patria, E. and Holzer, M. (2020). Promoting the utilization of performance measures in public organizations: An empirical study of factors affecting adoption and implementation. *Public Administration Review*, 61, 693-708.
- Owan, L. (2012). *Celebrating the Third Place: Inspiring Stories About the Great Good Places at the Heart of Our Communities*. Da Capo Press.
- Poole, R. (2011). The Effect of Instruction on Early Non-Word Reading Strategies. *J. Psy. Dev.*, 4, 6-13.
- Rasool, S., M. Arshad and Ali, M.S. (2019). Effective management of secondary school head teachers in Punjab: A Comparative Study. *Int. J. Teach. Edu.*, 28, 101-111.
- Rodman, A. (2018). Teachers' attitudes toward information and communication technologies used by management for best communication with teachers. *Int. J. Com. Edu.*, 47, 373-398.
- Saeed, I., Goodi, M. and Susie, M. (2013). Steps towards unifying literacy theory and leaders efforts. *Cali. Sch. Lib. Association. J.*, 34, 24-25.
- Siddiqui, C.M. (2017). Principals' instructional leadership and teacher development. *Teachers' perspectives*, 7, 13-28.
- Suleman, D. (2015). Leadership and management Power in Philadelphia: Final Report from Seven Case Studies. *J. Edu. Psy.*, 21, 45-49.
- Tatlah, C. and Iqbal, K. (2012). *Information literacy around the world; advances in programs and research*. Centre for Information Studies; WaggaWagga.
- Tichenor, K. (2013). The impact of leadership and management on learning, teaching and research. *Int. J. Soc. Sci.*, 34, 65-70
- Verma, A.Y. (2012). The effects of co- operative learning on the abilities of time management for teacher candidates to lesson planning in Turkey. *Aus. J. Teach. Educ.*, 31, 67-72.
- Wasee, P. S. (2010). Reading for Education: The roles of leaders. *Ghana Lib. J.*, 20, 1-14
- Yalokwu, R. (2000). The role of conflict between teachers and staff of management in teaching. *Int. J. Edu. Res.*, 34, 12-19.
-

-
- Zendeli, J. (2012). Powering Achievement: School teachers and management media programs make a difference. *Int. J. Lea. Edu.*, 9, 56-70.
- Zhou, G.D. (2014). The role of the academic leadership and management in promoting student engagement in learning. *Int. J. Edu. Dev.*, 12, 98-101.