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Leadership Styles and School Performance: A Comparative Analysis of PEELI-Trained and Non-PEELI-Trained Head Teachers

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Abstract

This study explores the impact of PEELI training on head teachers in Multan, Punjab, Pakistan, focusing on their pivotal role in school performance. A sample of 416 participants, equally divided between trained and untrained head teachers, was selected through random sampling. Data was collected using questionnaires and checklists and analyzed using SPSS-11 software. This descriptive study found that PEELI training significantly enhances head teachers' awareness of children's right to education, barriers to accessing education, and effective resource utilization. Trained head teachers demonstrated better practices in using learning aids and maintaining hygienic school conditions, highlighting the importance of in-service training for educational leaders.

Keywords: PEELI (Punjab Education and English Language Initiative), Leadership, Education, Management System

Authors:

Muhammad Arshad: (Corresponding Author)

Assistant Professor, National College of Business Administration and Economics
Sub-Campus Bahawalpur, Punjab, Pakistan.
(Email: arshad06@gmail.com)

Munawar Hussain: Campus Coordinator, National College of Business Administration and Economics Sub-Campus, Bahawalpur, Punjab, Pakistan.

Zafar Iqbal: PhD Scholar, Department of Education, National College of Business Administration and Economics, Sub-Campus, Bahawalpur, Punjab, Pakistan.

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**Authors:****Muhammad Arshad:** (Corresponding Author)

Assistant Professor, National College of
Business Administration and Economics
Sub-Campus Bahawalpur, Punjab,
Pakistan.

(Email: arshad06@gmail.com)

Munawar Hussain: Campus Coordinator, National
College of Business Administration and
Economics, Sub-Campus, Bahawalpur,
Punjab, Pakistan.

Zafar Iqbal: PhD Scholar, Department of Education,
National College of Business
Administration and Economics, Sub-
Campus, Bahawalpur, Punjab, Pakistan.

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Title

Leadership Styles and School Performance: A Comparative Analysis of PEELI-Trained and Non-PEELI-Trained Head Teachers

Abstract

This study explores the impact of PEELI training on head teachers in Multan, Punjab, Pakistan, focusing on their pivotal role in school performance. A sample of 416 participants, equally divided between trained and untrained head teachers, was selected through random sampling. Data was collected using questionnaires and checklists and analyzed using SPSS-11 software. This descriptive study found that PEELI training significantly enhances head teachers' awareness of children's right to education, barriers to accessing education, and effective resource utilization. Trained head teachers demonstrated better practices in using learning aids and maintaining hygienic school conditions, highlighting the importance of in-service training for educational leaders.

Keywords: [PEELI \(Punjab Education and English Language Initiative\)](#), [Leadership](#), [Education](#), [Management System](#)

Introduction

The head teacher as a manager is responsible for all the activities in his/her school that are either academic or disciplinary with respect to performance. The head teachers manage all tasks professionally to achieve the goals and objectives of school education that are predefined. They have been hardening new opportunities and coping with change,

managing effective teams and harmony among the staff, resolving conflicts, providing physical resources within the available financial resources, and human resources, and monitoring and evaluating teaching activities. The function of a head teacher is pivotal as well as vital due to having a diverse nature of staff and students. School is considered a complex organization that needs a head teacher embracing

leadership characteristics to play an active role in steering the school toward excellence. Outstanding leadership is inevitable to provide quality education (Vivas, Gelaye, Aboset, Kumie, Berhane, & Williams, 2010; Yukl, 2002).

In this respect, the government of the Punjab took steps to train head teachers to enhance their management skills to meet the needs of the day. In March 2009, the Government of Punjab (GoP) introduced English Medium Instruction (EMI) in public schools starting from Grade-1 for three subjects. This meant in Practice that English would become the principal medium of instruction for Mathematics, Science, and Computer Science. The policy was then improved in February 2014 when Urdu was reinstated as the medium of instruction for Grades 1-3 with English as a medium of instruction (EMI) starting from Grade 3 & 4. This shift from Urdu medium to English as a medium of instruction was based on the assumption that it would maximize the energy of children to develop the knowledge to compete with the world concerning the knowledge economy (Memon, 2007). There are two important issues:

1. Potential to enhance knowledge of the English language for teaching and learning subjects principally Mathematics, Science, and Computer Science.
2. Providing access to the English language that would open opportunities for the poor students, especially for marginalized students who cannot afford private school fees.

In this respect, Punjab Education and English Initiative (PEELI) started to train head teachers along with the teachers to develop skills and knowledge among them to meet the needs of the EMI syllabus. PEELI has designed a special module on leadership in the institutions where EMI was applied. It would help them to enable headteachers to know the importance and benefits of EMI and would support their teachers in this respect. According to the training module, the objectives of the headteachers' in-service training program conducted by PEELI were to create awareness and develop skills of the following:

- Child rights to education: Every child has the right to education and admission to school.
- Barriers to enrollment: Poverty, no school in the reach of children, illiterate parents, family culture, and number of children.
- Effective classroom management for multigrade classes.

- Importance of food for a healthy life and its effect on students' learning that maintains school enrolment.
- It was also the purpose of head teachers' training to train them in practice.
- Provide teaching and learning material in the school.
- To promote health and hygiene conditions such as cleanliness of school overall, provision of water for drinking and cleaning.
- To collaborate with the community for school improvement (NSB and SMC members).
- Expend funds for the betterment of the school with respect to learning and hygienic conditions.
- To enhance head teachers' knowledge and skills in school management

Thus this study was conducted to see the impact of PEELI training on head teachers of primary schools to enhance their management skills. It was assumed that after having got training they would have been performing their duty in a better way as compared to those who have not got training to meet the needs of their schools.

Justification of the study

The headteacher is a nexus between higher authority to know about policies and responsible for implementing these in school. EMI is a new initiative of the Government of the Punjab therefore head teachers were also trained to implement it. In this respect, PEELI started to train head teachers along with the teachers to develop skills and knowledge among primary teachers to meet the needs of the changing scenario. Successful implementation of EMI requires the support of head teachers and education managers to achieve the target.

Significance of the Study

This study aims to see the impact of training conducted by PEELI on head teachers of primary schools to enhance their management skills. This study will be important because the head teachers manage all tasks professionally to achieve the goals and objectives of education. A major objective of an institution is to get students educated. Thus this study is significant for:

- The educational administrators the further need for training if it is found effective.

- Training institutions to fill the importance of training as well as to fill the gaps if there are any. It will also be beneficial to see the most needed aspects of training.
- It will be beneficial for trainers and trainees to know the importance of training.

Objectives of the Study

The objectives of the study are;

1. To review the training material of PEELI for head teachers of primary schools
2. To find out the impact of PEELI training in developing traits among head teachers of primary schools.
3. To give suggestions to improve PEELI training of head teachers.

Literature Review

Traits are said to be specific qualities or characteristics of a person that one should possess to complete his/her professional duties. Every profession needs some specialized traits or qualities to work efficiently. These traits are professional values to use productively and efficiently in the workplace that vary concerning profession and duties. It is a role to aspire to and work towards the bigger responsibilities. Without proper administration and coordination of all the participants in the education to achieve the targets and goals is not possible. According to Dubrin and Dalglish (2002) and Hargreaves (2003), school improvement requires effective leadership and management at the school level that a skilled person can do. These skills are produced among head teachers through training and the success of training can only be measured on the base of what people have learned that is by their practices in their workplace (Fullan, 2015; Okumbe, 2007). So, training conducted in aspects of training observed in PEELI training are discussed here and are categorized into two; to have knowledge and to practice in the workplace.

Knowledge of Head Teachers

Among the traits needed for head teachers, some of these should be aware of them that are as follows:

Child rights to education and barriers: According to the constitution of Pakistan 1973, Article 37-B and 38-D education is a fundamental and basic right of every citizen. A head teacher of a primary school should be aware of this and remove the hurdles in getting admission to school. These barriers vary with respect to region. Some of these are;

Societal factors: According to Demir and Sangiovanni-Vincentelli's (1998) study, poverty, lack of awareness about the importance of education, family culture, and number of family members at home. A lot of steps have been taken to eradicate illiteracy and overcome these hurdles with the help of different donor agencies. According to reports by the World Bank (2005) and UNESCO (2007), there is progress in achieving universal primary education goals due to steps taken, such as stipends for girls, free books, Early Child Education (ECE) rooms, etc. The literature on investment in free primary education improves access to school, particularly for children from poor, rural families and for girls and the disabled (Colclough & Lewin, 1993; & Birdsall, Levine, & Ibrahim, 2005; Lewin, 2007; Greeley, 2007; & Fredriksen, 2009). Especially the availability of schools in rural areas, infrastructure, including buildings, playground sitting desks, etc. serves to increase enrollment (Lehman, 2003; & Burde & Linden, 2009).

Barriers of Poverty: Poverty is considered a major barrier to education especially when there is unemployment pervaded. It is assumed that education means investment for prestigious income in the form of a job. Obviously, income affects education when direct costs of school are involved, such as school fees, books, uniforms, transport, etc. (Lewis & Lockheed, 2006; King & Walle, 2007; Fredriksen, 2009). In Pakistan, poor children usually live closer to schools with fewer resources, and often education of a low quality also affects enrolment (World Bank, 2004; Lewis & Lockheed, 2006). Families make choices about whether they will send their children to school or use their children's time for household chores or outside labor more for girls living in rural areas. (Hunte, 2005; Lewis & Lockheed, 2006; Lewin, 2007)

According to a report by UNESCO (2008) globally, four out of five children who are out of school live in rural areas and the majority (53%-56%) of these are girls. Yet this problem has been solved in the province of Punjab to some extent. In spite of that, a head teacher should be aware of that and solve the problem of needy children by collecting donations or funds.

So, it is the head teachers' responsibility to visit the parents of out-of-school children and convince them to send their children to school by telling them the importance of education.

Practices of Head Teachers in School

Headteachers play multi-dimensional roles in his/her workplace. According to Zuccolo, Diaz, Jemeneze, and Braakman (2003) in primary school, the main outcome is students' learning achievement and head teachers have a strong influence on students. Trained and experienced headteachers tend to perform better in the provision of learning material. According to the guide for "Roles and responsibilities of head teachers" published by Sydney Distance Education High School in 2022, the major roles of heads are leading and practicing.

Effective utilization of resources; financial, teaching, and learning material: It is a managerial skill to utilize available resources for the best use especially that helps in learning at school. Researchers (Bird, 2006; Hollander, 1978; Ibukun & Oyewole, 1997; Peterson, 2004; Triandis, 2006) identified personal qualities of successful leaders such as; courage, wisdom, and counselor while character an example of those traits, said to make an individual leader to ensure effectiveness for a particular set of leader functions. Hence, the ability of leaders is relative to the specific social unit or organization (Yukl, 2002; Thomas & Inkson, 2004; Earley &

Mosakowski, 2004). The quality of leadership makes a significant difference to school and student outcomes.

According to the PEELI module of training for head teachers, the aspects that one should practice in his/her workplace are; counseling the teachers and SMC, parents, and community members, providing learning material in the class, checking the teachers' activities in the class, provide students' need and utilize funds to run the school in a better way. Resources that are in the form of funds available as NSB (non-salary budget) can be utilized for hygienic conditions (water, cleaning the school, provision of washrooms, etc.), and instructional resources. The head teacher's responsibility is to involve the community to fulfill the requirements.

Research Methodology

This is a descriptive study in nature in which a mixed-method was used to study the impact of training on Primary schools' Head Teachers on their Management Skills. Due to having a large population, the survey method was used to have maximum responses. To collect the required information, a questionnaire was used with a checklist for observation.

Population and Sample

The population of this study was head teachers of district Multan. A multistage random sampling technique was used in this study. Two tehsils were considered in this research work schools were selected with equal numbers of males and females as well as rural and urban. The sample comprised four hundred and sixteen (416) head teachers and schools. The sample size was selected with the *number of schools* with the help of a chart by Cohen, Manion & Morrison, 2007, p-106) at a 95% confidence level.

Table 1

Tehsil	Gender	Total schools	Sample schools	Trained Heads	Not-trained Heads	Total sample
Multan	Male	153	110	65	65	264
Sadder	Female	258	154	67	67	
Jalalpur peer wala	Male	78	66	33	33	152
	Female	111	86	43	43	
Total		600	416	208	208	416

Research instruments

Two tools were used; a questionnaire and a checklist. In the questionnaire, questions were asked by head teachers about training, benefits of training, and skills developed in training. The checklist was used for physical verification of teaching facilities provided by the head teachers in their schools. It has two major parts, one is about producing awareness among head teachers' responsibilities and the second is about practices; provision of resources, and observing teachers.

- **Awareness:** child's right to education, the financial condition of people, attitude of people towards education, issues of students towards education, barriers (financial, culture, family size)
- **Practices:** Counsel SMC, donors, parents, and teachers, check teachers in the class and their diaries, provide resources in the class as; modules, teaching kit, charts, maps, and tabs for LND practice and also observe whether a teacher is using available resources for teaching, provide water for drinking and cleaning

Checklist: cleanliness of classrooms, grounds, toilets, water, students in uniform, cleanliness of students as nails, uniform, hair, bags

Data collection

Data was collected by personal visits of the schools. Prior to handing over the questionnaire the objective of it was explained to the respondents. The checklist was filled out by visiting the school.

Data analysis and results

The data was analyzed with the help of SPSS_21 software by giving values;

Not at all: 1, Slightly aware: 2, Somewhat aware: 3, Moderately aware: 4, Extremely: 5 and in checklist; Never: 1, Ever: 2, Sometime: 3, Frequently: 4, Always: 5

Table.2

Number of trainings	Child right	Financial Barrier	Family	Counselling SMC	Multi-grade class	Teachers in class	Provide physical resources	Kit in class
Not-trained	2.99	3.60	3.75	3.74	3.13	3.54	3.61	2.98
Trained	3.32	3.70	3.76	3.65	3.51	3.49	3.60	2.96

Max. Mean: 5.00

The table- presents the results of the study. According to the calculated mean values of eight aspects studied in this research work results are given between trained teachers by PEELI and untrained teachers. The mean values of the results about awareness are; child right to education 2.99 and 3.32; financial barrier for education 3.60 and 3.70; know about family 3.75 and 3.65 of not-trained and trained heads by PEELI respectively. In the same way, the results of practices are; counseling 3.74 and 3.65; multi-grade classrooms 3.13 and 3.51; teachers' presence in the classes 3.54 and 3.49;

provision of resources is 3.61 and teaching kits in the class is 2.98 and 2.96 of not-trained and PEELI trained head teachers respectively.

The results indicate that teachers got clear benefits of training in having importance and awareness about every child of school going age, have right to be admitted in school, knowledge of financial barriers of children to get admission in school and using teaching material and aids needed for multigrade also head teachers provide this.

Table 3
Results of checklist

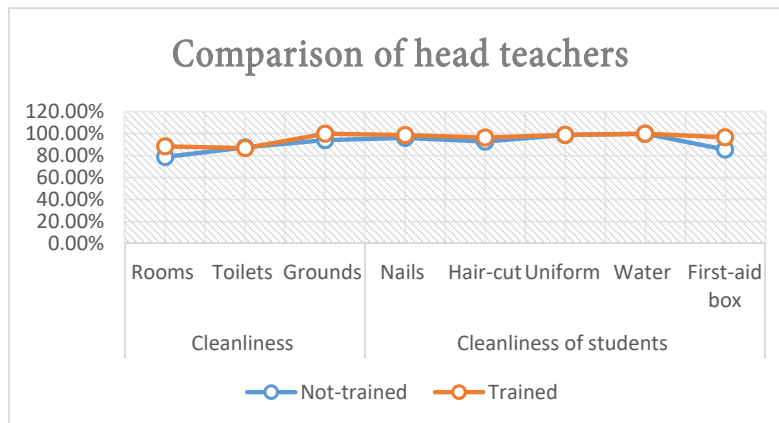
	Cleanliness			Cleanliness of students			Water	First-aid box
	Rooms	Toilets	Grounds	Nails	Hair-cut	Uniform		
Not-trained	78.80%	87.55%	94.20%	96.20%	92.80%	98.88%	100%	85.55%
Trained	88.45%	86.89%	100%	98.80%	96.50%	99.00%	100%	96.78%

The results of data collected with the help of a checklist are presented in the table in percentage. It shows that 78.80% of untrained head teachers provide clean room facilities to their students and trained 88.45%. The toilet facility provided by the head teacher was 87.55% untrained and 86.89% trained. The ground facility provided by the head teacher was 94.20% untrained and 100% trained. The water facility provided by the head teacher was 100% untrained and 100% trained. The uniform facility provided by the head teacher was 98.88% untrained and 99.00% trained. Haircut and nail cut facilities

provided by the head teacher were 98.88% and 99.50 untrained and 96.20% and 98.80 by trained respectively. The first aid box facility provided by the head teacher was 85.56% untrained and 96.78% trained.

It is concluded from the results that head teachers trained by PEELI practiced more in keeping rooms clean, and grounds focused more on the nails and hair of students to be cut in normal size. In the same way a trained headteacher

Figure 1



The given graph is about the comparative results of head teachers. It indicates that the head teachers trained by PEELI observe more hygienic conditions of classrooms and grounds as compared to the heads not trained. In the same way, PEELI training has more impact on observing students' cleanliness, especially about students' nails and haircuts while head teachers not trained are less aware and practice in this case. In the case of the importance and availability of first-aid boxes in the school trained head teachers practice better as compared to not-trained head teachers.

Conclusion and Discussion

This study was designed to see the impact of PEELI training on head teachers that is provided during service. Training develops skills and enhances the knowledge of practices that are needed in the workplace (Memon, 2007). In this respect, the Punjab Education and English Initiative (PEELI) started to train head teachers along with the teachers to develop knowledge and skills to meet the needs of the changing scenario. It was assumed that it would help to enable head teachers and education managers to understand the importance and benefits of changes and support the teachers

in their schools in its implementation. According to the training module for head teachers, there were two major objectives; to have knowledge and awareness of child rights to education, barriers to enrollment and retention, the importance of healthy food, hygiene and practice, effective classroom management in multigrade classroom situations, provision of resources to create hygienic condition (water, cleanliness), teaching material, increase community involvement in the school improvement (NSB and SMC members), enhance head teachers' knowledge and skills for school management and use of fund where needed. This study was conducted in the district of Multan, Punjab, Pakistan. Views of the head teachers were collected with the help of a self-responder questionnaire and a checklist to see resources.

The results indicate that teachers got clear benefits of training in having got the importance of education and right of every child of school going age to education, have right to be admitted in school, knowledge of financial barriers of children to get admission in school and using teaching

material and teaching-aids needed for multigrade with respect to provision resources in the school.

It was also observed that the head teachers trained by PEELI observed more, cleanliness conditions of the classroom and grounds as compared to the heads not-trained. In the same way, PEELI training has more impact on observing students' cleanliness especially about students' nails and haircuts while head teachers not-trained are less aware and practice less in this case. In the case of the importance and availability of first-aid boxes in the school trained head teachers are more aware of its importance and ensure its availability in the school as compared to not-trained head teachers.

The overall result indicates that the trained head teachers are performing better as compared to those who have not got training in the school in the aspects in which they have got training. Thus it is suggested to conduct training for teachers and head teachers in other aspects (subject knowledge, pedagogy) as well. It is also suggested to conduct their training after a specific tenure that may be three years or so.

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