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Impact of Leadership Training on Administrative Performance of Head Teachers

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Abstract: *The current study focused on determining the impact of leadership training on the administrative performance of head teachers. The study aimed to evaluate the impact of leadership training on the administrative advancement of the public high schools' heads. The research design was a survey, and quantitative approaches were taken. All the head teachers of District Pakpattan were taken as the population. The sample size, including both male and female heads, was eighty-eight. In order to collect the data, a self-developed questionnaire was exercised. The Statistical Package for the Social Sciences (SPSS) 23rd version was used to analyze the collected data through inferential and descriptive statistics. A large number of heads of the secondary schools found the program very beneficial and helpful regarding the administrative expertise, rapport with the supporting staff, interaction with the learners, provision of a conducive environment, record maintenance and updated knowledge of prevailing rules and regulations.*

Introduction

Malik (2018) has defined administration as the implementation of established rules and procedures. Administration, like a machine, manages an institution. The administrator uses his authority to organize the resources proficiently to achieve the school objectives. Policies are framed by the administration, and policies are implemented by the educational administration. Administration in the field of education is highly significant.

Head of a School as an Administrator

Malik (2018) opines that an educational leader is the main source of a school's success. He acts like the captain of the ship. Hence, the school administration plays a significant role in learners' achievement and making a school very effective. Having the administrative skills, he needs to uplift the achievement environment. The head directs, controls and manages all the matters of an educational institution.

Leadership Training for the Head Teachers

Keeping the current conditions of public secondary schools in Pakistan, Yousaf (2016) has suggested that a formal and traditional training program does not bring desired changes in a school head. So, it is pertinent and indispensable to develop and implement very effective leadership training, which should

enrich the schools' heads more efficient, result-oriented and competent.

According to Faraz (2016), leadership development has taken a considerable status and worth, particularly in Pakistan, because it brings quality education. Khan (2017) has rightly pointed out the need and emergence of qualified, competent and highly skilled head teachers to boost the quality of education and overall befitting performance.

Concept and Significance of Leadership

The concept of leadership is entirely confusing and completely very complex (Benmira, 2021). But it has earned the utmost value in the field of research studies about leadership commenced in the 20th century after the industrial revolution. After the 19th century's industrial revolution, leadership became a popular point for study. (Muhovich, 2017). According to Saane (2019), leadership is a process where an individual as a leader and other people as the followers exercise an influence. According to Dinibutun (2020), the process which influences the followers to achieve a targeted goal is called leadership.

The domain of leadership has gained extraordinary recognition and place in the whole world. It has worked in every field and attained great importance. It is the leadership which ensures and confirms the quality of education as well. There is not a single field in the world which may make progress without effective leadership (Froiland, 2019) and (Bhattacharyya, 2018). Faraz (2016) realized the excessive demand for leadership development in education, particularly in Pakistan.

Types of Leadership

It is important to note that there are different views of the researchers regarding the classification, types, approaches, styles and leadership behaviours. Adaptive, spiritual, servant and authentic are the four main types of leadership described by Northouse (2016). However, previous studies have illustrated various types of leadership, which are as under:

Distributed Leadership

Harris, Jones, Ismail and Nguyen (2019) have illustrated distributed leadership which beliefs in delegating the tasks among the subordinates with shared responsibility. According to Brundrett (2016), the tasks and responsibilities are shared among all the staff members. In this type of leadership, the head plays a leading role, takes the initiative, and the others follow him as a team leader to obtain an objective. Distributed leadership or shared leadership ensures community participation in decision-making (Kukenberger, 2020).

Instructional Leadership

According to Leithwood and McCullough (2016), instructional leadership plays a significant role in the overall output and success of a school as it proves to be very useful and effective for the improvement of the teaching-learning process. According to Bush (2020), instructional leadership has proved to be very powerful, effective, result oriented, particularly in bringing remarkable changes in school and learners' achievements.

Pedagogical Leadership

Arregui (2021) defined pedagogical leaders are leaders who are well-confident in conversing with all the stakeholders, and they possess magnificent pedagogical skills and knowledge to promote the acquisition of learning and improve the student's overall output.

School Leadership

Day (2017) has taken the school leadership as the compound of teaching proceedings with professional expertise. It deals only with the educational institutions at the school level only. Tedla and Gaikar (2021) consider school leadership as a process in which a school head supervises and evaluates the conditions. Now, the government of Pakistan is on the path with the new Education Policy 2017-2025 to empower the school leadership for the purpose of uplifting education standards (Ministry of Federal Education & Professional Training,

2017).

Educational Leadership

According to Hall (2019), an educational leader influences his learners, teachers and other subordinates to attain the set educational objectives. The contextual nature of leadership reflects the educational sector leadership (Visser, 2017). Educational leadership comprises the elements of instruction, knowledge enhancement and training of personnel. Educational leadership has been a field of great interest for researchers for the last twenty years (Wang, 2017).

New Genre Leadership

Mathews (2016) opines that the new genre of leadership believes in leader-follower positive interaction towards a collective attempt to reach the destination. Adams (2017) has stated that swift change in educational institutions, globalization and the emergence of information technology has grown a new-genre leadership. The concept of new-genre leadership is only fifteen years old. It believes in trust building, team building, modelling and vision transformation.

Visionary Leadership

A leader with a specific vision; empowers, guides and inspires his teammates (Kearney, Shemla & Scholz, 2019). A plain statement that describes the basic aim of existence is a mission, while a public statement that states the high-level goal is called vision. A forceful vision appears to be a good input for the staff members in the school. So, vision is a dynamic source to making a successful school. Hijjawi (2021) opines that visionary leadership is very crucial in institutional development.

Spiritual Leadership

According to Islam and Wahab (2021), spiritual leadership appears with spiritual ideals like dignity, modesty, trustworthiness and fairness. It brings an acceptable, desired, praised and credible spiritual model for others. Zhang and Yang (2020) are of the view that spiritual leaders can affect, modify and change

the minds of other people through their spiritual potential. In the conducive conditions of the work with an ethical shadow, spiritual leadership considerably enhances the efficiency of the followers.

The Objectives of the Study

The study aimed to:

1. Investigate the impact of leadership training on the administrative performance of head teachers.
2. Differentiate the administrative performance between male and female head teachers.
3. Differentiate the administrative performance between rural and urban head teachers.
4. Differentiate the administrative performance of male and female head teachers keeping their qualifications in view.
5. Differentiate the administrative performance of male and female head teachers keeping their experience in view.

Study Design

It was quantitative research by design. By purpose, the study was of a descriptive type that, according to Abuhamda and Basharat (2021), described the targeted phenomenon and characteristics of the population of the research study and mainly eyes on the 'what' aspect of the research subject. All the head teachers of public high schools in district Pakpattan were the population of the study.

Study Sample

The researcher used the census sampling technique. All the head teachers of high schools in district Pakpattan, according to their demographic characteristics, were taken as the sample. In District Pakpattan, there were eighty-eight schools, including thirty-four female and fifty-four male secondary schools. Therefore, all the headteachers of both tehsils were taken as the sample.

Figure 1: Distribution of Sample/Sampling Chart
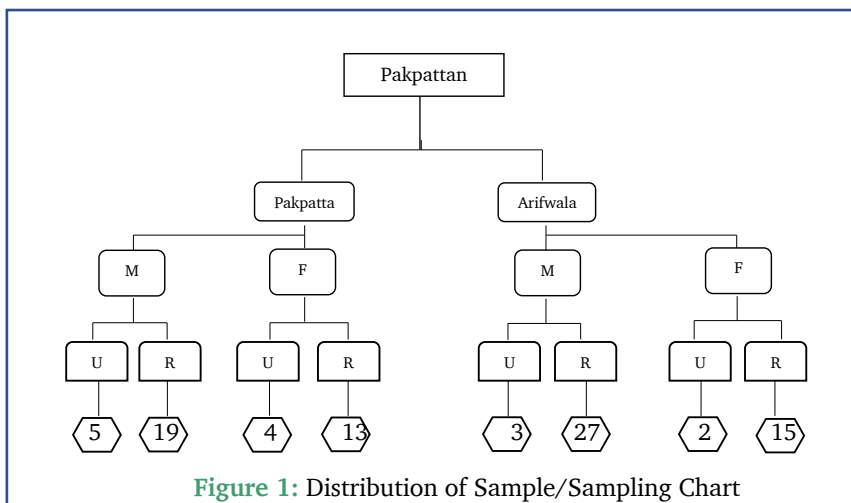
Instruments of the Study

The researcher used a self-constituted questionnaire for the purpose of collecting data. The statements of the questionnaire related to the main disciplines of administrative development. There were six demographic variables like gender and qualification in the first part of the questionnaire. Part II contained the Administrative Performance (Financial, Academic, School Environment and Service Rules). The researcher used a five-point Likert scale to rate each item.

Data Collection

The researcher contacted all the head teachers personally and directly to collect data. The respondents returned the distributed questionnaires to the researcher within the given time.

Analysis of Data

The researcher applied Statistical Package for Social Sciences for the data analysis. For the purpose of calculation of means, standard deviation and other frequencies, the researcher used descriptive statistics. However, for the purpose of identifying the difference among the demographic variables like locality and tehsil, the researcher used the inferential statistics and independent sample t-test to evaluate to what extent the experience and qualification were different from each other the researcher used one-way ANOVA.

For the purpose of the calculation of standard deviation, means, and other frequencies, the researcher exercised descriptive statistics. Whereas, to have the difference among demographic variables, the researcher applied inferential statistics and the independent sample t-test. In order to have the difference among the other variables like experience and qualification, the researcher exercised the One Way ANOVA.

Result

Table 1. The Mean and Standard Deviation of Administrative Performance and its Subfactor of Financial Administration

S. No	Statement	SD	D	U	A	SA	Mean	SD
1	I easily frame the annual budget of my school.	10	31	5	33	9	3.00	1.269

S. No	Statement	SD	D	U	A	SA	Mean	SD
2	I utilize the funds of the school under the rules.	1	3	1	57	26	4.18	.720
3	I feel confident in the application of financial rules.	0	6	2	55	25	4.13	.755
4	I feel easy in school record keeping.	0	1	0	61	26	4.27	.519
5	I am well-versed with the purchase procedure.	0	2	2	56	28	4.25	.611
6	I can audit the whole school's financial record.	6	15	2	43	22	3.68	1.218
7	The school council is active in my school.	1	5	6	42	34	4.17	.874

Tables show the result of mean values of a different statement like I easily frame the annual budget of my school (M=3.00, SD=1.269) whereas the statementI utilize the funds of school under rules. (M=4.18, SD=.720), I feel confident in the application of financial rules(M=4.13, SD=.755), I am well-versed with the purchase procedure (M=4.25, SD=.611), I can audit the whole school financial record (M=3.68, SD=1.218), I can audit the whole school financial record (M=4.17, SD=.874) shows there administrative performance related finical factor.

Table 2. Mean and Standard Deviation of Administrative Performance and its Sub Factor of Academic Administration.

S. No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	The timetable of my school is implemented in true spirit.	0	1	1	42	44	4.47	.586
2	The exact weightage of every subject is given in time table.	0	1	1	46	40	4.42	.582
3	The exam is conducted as per schedule.	0	1	4	49	34	4.32	.617
4	Feedback is properly given to the parents and the students.	18	31	9	24	6	2.65	1.269
5	The record of the results is well-maintained.	0	0	2	51	35	4.37	.532
6	I keep on monitoring teachers' lessons in the classes.	0	6	1	49	32	4.22	.780

Tables show the result of mean values of a different statement like The time table of my school is implemented in true spirit (M=4.47, SD=.582) whereas the statement The exact weightage of every subject is given in time table (M=4.42, SD=.582 The exam is conducted as per schedule (M=4.32, SD=.617); feedback is properly given to the parents and the students (M=2.65, SD=1.269 The record of the results is well-maintained (M=4.37, SD=.532) I keep on monitoring teachers' lessons in the classes (M=4.22, SD=.780) shows there administrative performance related Academic factor.

Table 3. Mean and Standard Deviation of Administrative Performance and its Sub Factor of School Environment.

S. No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	Co-curricular activities are conducted as per schedule in my school.	9	26	21	25	7	2.94	1.148
2	The classroom environment is conducive.	1	5	4	63	15	3.98	.742
3	The community is engaged in making a healthy learning environment.	0	14	10	46	18	3.77	.956
4	I focus on child care and protection from hazards.	0	0	5	53	30	4.28	.566

Tables show the result of mean values of a different statement like Co-curricular activities are conducted as per schedule in my school (M=2.94, SD=1.148) whereas the statement The classroom environment is conducive (M=3.98, SD=.742), The community is engaged in making healthy learning environment (M=3.77, SD=.956), I focus on child care and protection from hazards. (M=4.28, SD=.566) shows their administrative performance related to the school environment factor.

Table 4. Mean and Standard Deviation of Administrative Performance and its Sub Factor of Service Rules.

S. No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	I am well-versed with leave rules.	0	2	4	53	29	4.24	.643
2	I can carry out the proceedings of the PEEDA Act, 2006.	22	25	5	26	10	2.74	1.410
3	Pension cases are handled under pension rules accordingly.	10	34	5	27	12	2.97	1.308
4	I regularly update the service books of my subordinates.	0	2	3	51	32	4.28	.642
5	I am confident in writing PERs under the rules.	0	2	2	40	44	4.43	.657

Tables show the result of mean values of a different statement like I am well-versed with leave rules (M=4.24, SD=.643), whereas the statement I can carry out the proceedings of PEEDA Act, 2006 (M=2.74, SD=.1.410), I regularly update the service books of my subordinates (M=4.28, SD=.642), I am confident in writing PERs under rules. (M=4.43, SD=.657) shows their administrative performance-related service rule factor.

Table 5. Independent Samples l-test to Identify the Difference between Male and Female head Teaches of Secondary Schools Regarding Administrative Performance.

Gender	jV	A/	SD	Df	T	Sig.
Male	54	873519	9.13248	Sd	2.0S3	.042
Female	34	83.2 3,1,3	9.0S898	Female	34	83.2 3,1,3

Table 5 indicate that an independent sample t-test was used to identify the difference between male and female heads of secondary schools in the administrative performance domain. A

significant difference was found between male (M=87.3519, SD=9.13248), t=2.063, P=.042 and female (M= 83.2353, SD=9.08898), Therefore, it determines that dender wise noteworthy difference exist between male and female heads regarding the Administrative Performance domain.

Table 6. Independent Samples t-test to Identify the Difference between Secondary Schools of Pakpattan and Arifvala Regarding Administrative Performance.

Telis il	N	M	SD	Df	T	Sig.
Pakpattaii	41	86.0000	8.17924	86	.224	.823
Aiifwala	47	85.5532	10.23593			

Table 6 indicates that an independent sample t-test was applied to identify the difference between secondary schools Pakpattan and Arifwala regarding the Administrative Performance. There was no significant difference between Pakpattan (M= 86.0000, SD = 8.17924), t = .224,/; = .823 and Arifwala (M= 85.5532, SD = 10.23593), Therefore, it determines that no significant difference exists between Pakpattan and Arifwala head teachers regarding the Administrative Performance.

Table 7. Independent Samples t-test to identif' the diffei-ence between Urban and Rural head teachers of secondary schools regarding Administrative Performance.

Locality	N	M	SD	Df	T	Sig.
Urban	14	92.8571	7.57381	86	3.290	.001
Rural	74	84.4189	9.00229			

Table 7 indicates that an independent sample t-test was applied to identify the difference between urban and rural head teachers of secondary schools regarding the Administrative Performance. There was significant difference between urban (M= 92.8571, SD = 7.57381), t = 3.290, p = .001 and rural (M = 84.4189, SD = 9.00229). Therefore, it determines that significant difference exists between urban and rural head teachers regarding the Administrative Performance.

Table 8. One-way' ANOVA for the Difference among Head Teachers of Secondary' Schools about Administrative Performance on the Basis of Qualification

Qualification	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.055	34	.296	.655	.904
Within Groups	23.933	53	.452		
Total	33.989	87			

Table 8 indicates that one-way ANOVA was applied to identify the difference among head teachers of secondary schools. Results indicated that there was no significant difference F (34, 53) = .655, p =.904 in Administrative Performance on the basis of their qualification (B.A/B. Sc, M.A/M. Sc, M. Phil, Ph. D). It is concluded that there was no significant difference in Administrative Performance on the basis of their qualification.

Table 9. One-way ANO VA for the Difference among Head Teachers of Secondary Schools about Administrative Performance on the Basis ofDesigrration

Designation	Sum of Squares	df	Mean S quare	F	Sig.
Between Groups	31.849	34	.937	.939	.571
Within Groups	52.867	53	.997		
Total	84.716	87			

Table 9 indicates that one-way ANOVA was applied to identity the difference among head teachers of secondary schools. Results indicated that there was no significant difference F (34, 53) = .939, p = 571 in Administrative Performance on the basis of their designation (Incharge Head. Headmaster. Senior Headmaster. Principal). It is concluded that there was no significant difference in Administrative Performance on the basis of their designation.

Table 10. One-way ANO VA for fix Difference among Head Teachers cf Secondary Schools about Administrative Performance on the Basis of Experience

Experience	Sum of Squares	4	Mean Square	F	Sift-
Between Groups	42.133	34	1.239	1.097	.374
Within Groups	59.867	53	1130		
Total	102.000	87			

Table 10 indicates that one-way ANOVA was applied to identify the difference among head teachers of secondary schools. Results indicated that there was no significant difference F (34, 53) = 1.097, p =.374 in Administrative Performance on the basis of their experience (Less than 5 years, 6-10 years, 11-15 years, More than 15 years). It is concluded that there was no significant differ ence in Administrative Performance on the basis of their experience

Discussion

The effectiveness of a leadership development program for high school heads was explored in the current study. The results generally supported the positive impact of Leadership Training on the performance of school heads. There was a positive effect of the leadership program specifically designed and organized for the development of head teachers of secondary schools in Punjab. The previous studies also aligned with the results of the current research work.

The current study found that all the participants, through a questionnaire, accepted the positive impact on the performance of the secondary school heads. They agreed that the head of the school made the classroom and overall school environment healthy and conducive. This finding was in accordance with the results of Odhiambo (2018); Siddiqui (2019); Islam (2019), and Sarma (2019), who found the positive impact of educational leadership in the domains of organizational issues, physical facilities, students' care, effective communication, consultation in creative work and decision making, assigning responsibilities to the right persons and capacity building of the staff members.

The current study revealed that the School Leadership Development Program helped the head teachers of public secondary schools to monitor the teachers' lessons in the classrooms through instructional supervision and get the work done through staff motivation. It was supported by the findings of Michael (2017); Ngole (2021); Tobias (2019); Mwesiga & Okendo (2018); Manaseh (2016); Mpungu (2018); Mulunda (2016); Wyatt (2017); Ekaette (2016) and David (2021).

Recommendation

1. Future research may be carried out on a larger scale, particularly on the study of the effect of school leadership development programs in the domain of the teaching-learning environment.

2. A future study may also be carried out on learners' leadership which may strengthen them to become effective student leaders.

3. In future studies, it may also be pertinent to identify the major reasons for heads' indifference towards the use of computers in their official work.

4. There is also a requirement for research to investigate the barriers to providing feedback to the parents regarding students' academic performance.

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