



Cite Us



Analyzing the Head Teacher and School Performance with the Lens of Head Teachers' Qualification

Muhammad Nadeem Anwar^{*}

Abida Parveen[†]

Khaliq Rizwan[‡]

Contents:

- [Introduction](#)
- [Literature Review](#)
- [Objectives and Hypothesis](#)
- [Methodology](#)
- [Participants](#)
- [Instrument](#)
- [Research Procedure](#)
- [Results](#)
- [Conclusions and Discussion](#)
- [References](#)

Abstract: *It is assumed that the qualification plays an important role in performing any task. This study was carried out to investigate the performance of schools and head-teachers in concern with head teacher's qualification. The performance of head-teachers was measured as viewed by their teachers so secondary school teachers were the source of data for this study. The population was divided into two strata based on levels of qualification. It was descriptive-cum-correlational survey and a self-developed questionnaire was administered to 384 teachers to solicited information about the performance of their head-teachers in different administrative tasks. Descriptive statistics and Mann-Witney U-test was used to compare two groups' means to test the hypothesis. Analysis revealed that in the majority of administrative tasks (seven out of ten) the performance of head-teachers who had more than 16-years qualification was significantly better and their school results were also found good than their counterpart. Both the hypotheses were rejected and it could be gleaned that high qualifications of head-teachers were effective because they are good in administering the tasks that augmented towards better school performance.*

Key Words: Head-teachers, Qualification, Performance, Secondary Schools

Introduction

The need and importance of education cannot be denied because it is in a broader sense greatly acknowledged as the priceless asset which leads to getting success. It enables the people to feel critical, think out of the box, how to behave according to the situation, know own self and the world they live in. Furthermore, [Janks \(2014\)](#) stated that education provides knowledge and information that aware

people to know their roles, responsibilities, duties, and rights towards performance any duty, task, or job. More education broadens the vision and view to think out of the box and see the future. It shapes our opinions and builds a positive instinct to look at the brighter side of life. Education is as necessary as oxygen is to sustain our life. The behavior of an individual is changed towards particular objectives

^{*} Assistant Professor, Department of Education, University of Sargodha, Pakistan. Email: (nadeem.anwar@uos.edu.pk)
(Corresponding Authors)

[†] Lecture, Department of Education, University of Lahore, Sargodha Campus, Punjab, Pakistan.

[‡] PhD Scholar, Department of Education, University of Sargodha, Punjab, Pakistan.

just because of his education. The destiny of a nation is also determined due to its educational progress (Khizar, 2019).

Educational institution whatever the type or level is the place that provides a base for individuals to develop their capabilities (Akinwunmi and Adeyanju, 2011) under the supervision of teachers. [Memon \(2008\)](#) argued that educational organizations are the means for transformation of knowledge and skills, inculcation of ethics and values within properly organized structures. The structure of educational institutions can be divided into two parts; one is called the administrative structure and the other is referred to as the physical structure. He added that administrative structure encompasses head-teacher, teachers, supporting staff, and the basic role of these to implementation of policy, managing financial matters, and creating a quality learning environment, on the other hand, the physical structure is including all physical resources such as classrooms, labs, lighting, etc. ([Memon, 2008](#)).

With regards to school functioning, a plethora of literature signifies that the role of school head as crucial for school performance. And present study has concerned with to examine the head teachers' role in managing the performance of schools. Like any other institute, schools also need an administrator to direct it in a particular direction to achieve certain performance goals and maintain the school in terms of discipline provision the best possible education with the limited resources at hand. Certainly, schools are headed by head teachers and it has frequently been said that schools are as good as their head teachers. A head teacher as a leader gets things done and has the capability to moderate, inspire, guide, direct and listen ([Harris, 2013](#)). The head teacher as an administrator manages the academic and office related day-to-day activities. However, the major role is creating an enabling and conducive environment for teaching and learning through augmenting of human and material resources. The head teacher perform management by using principles of management such as planning, organizing, supervising, directing, budgeting, communicating, and evaluating ([Blumende, 2001](#)). [Robinson, Lloyd, &](#)

[Rowe \(2008\)](#) argued that the performance of a well-educated head-teacher makes difference significantly in performance of teachers and school because he always eager to create conducive learning environment to raise the quality of teaching-learning process and academic performance ([Tuckman and Kennedy, 2011](#)). Head-teachers, therefore, are to be considered accountable for their performance which is based on the extent to which teachers taught efficiently, satisfied to their head-teachers and level of students learning. It means teachers performance, students' achievement, and performance (result) of schools are significantly related to the performance of head-teachers.

Literature Review

Performance management is referred to as the overall process by which managers won the responsibility for looking after the performance of employees. Impressive performance management requires planned responsibility for the performance of staff in relation to a vibrant and rational view of the organization and its future way forward. So, operative head-teacher performance management keeps a balance among the personal and teachers' professional development and the development of school ([Babinue, 2017](#)).

[Campbell, \(2017\)](#) expressed that explanatory knowledge, aptitudes & procedural knowledge, and motivation are the critical dimension of performance to complete a task. He referred the explanatory knowledge as knowledge that depends upon persons' capacities and preparedness. It is including the knowledge of self, standards, facts, and objectives. Aptitudes and procedural knowledge based on certain abilities and skills e.g., psychological, psychomotor, physical, self-control, collaboration, and relational abilities. And the motivation includes energy and the decision to act. Job performance, according to [Ogunleye & Osekita \(2016\)](#) is the ability to complete assigned tasks or duties in line with standard operating rules and procedures by optimal utilization of resources. However, [Badar \(2011\)](#) has mentioned "job performance" in terms of task-related performance which includes the completion of core job tasks

(routine and some specific tasks).

In the education system, the job performance of head-teacher can be regarded as to examine the extent to which the head integrates resources i.e human and material, made available and made operative for attaining excellent school performance (Llamas, 2015), In order to achieve the best results, head-teacher makes the plan for executing various curricular and extra-curricular activities. The head-teacher then organizes such curricular and extra-curricular activities with co-operation and co-ordination from teaching staff, parents, school management committees, and students. For getting good performance, the head-teacher motivates the teachers, co-ordinates their efforts and provides support in the execution of curricular and extra-curricular activities, and evaluates teachers' progress and performance (Bowers & White, 2014). Furthermore, Kartini, Kristiawan, and Fitria (2020) added that the head-teacher provides feedback to teachers and students and makes alterations in the plans for proper selection and executions of activities, therefore, an effective head-teachers is some who have the ability to carry out various tasks and processes efficiently and effectively which are then directed towards comprehending and achieving the purposes of the school (Blumende, 2001).

There are various indicators that come under the scope of measurement of school head performance such as "management of school physical facilities", "human resource management", "promotes instructional climate", "strategy of collective bargaining", "knowledge of educational law", "monitors student's progress", "involvement in decision-making", "leadership attitude", "instructional supervision", "interpersonal relation skill", "discipline", "Educational Management Information System (EMIS)", "school working environment" (Muring, 2014). Furthermore, Badar (2011) explicated responsibilities of the head as "maintaining discipline", regulating school management committees, "financial resource management", creation of conducive learning environment", management of conflicts, focus on health and safety issues, management of physical

resources, management of instruction, monitoring students' academic performance, management of co-curricular activities. Affective performance of a head-teachers can be measured through the number of responsibilities according to Okon (2004), are making decisions, developing communication with parents, community members for feedback, deployment of significant leadership style, uplift teachers' morale, observation of class for improvement of teachers' performance.

The head-teacher plays a key role in managing the teaching as well as administration. The Pakistan school education system places the head-teacher in a position of considerable and significant responsibility. Head-teachers are those who are in charge of teaching and non-teaching staff and students have control of the entire operation/process of the school. Therefore, the performance of the head-teacher does matter. Another variable involved in this study is called school performance. School performance referred as to what extent teachers, students, and schools have attained the stated objectives. Maslowski, et al., (2007) narrated that school performance is based on the efficiency and effectiveness of heads in the identification of objectives, determination of learning outcomes, and achievement of desired results. According to Anwar et al. (2009), in Pakistan students' academic achievement is being used as an indicator in the evaluation of head-teacher performance. Therefore, the head-teacher cannot be delinked from the performance of schools in Pakistani schools' education system. It is firmly believed that the head-teacher of govt. the school has to make available and made effective the human resources and material resources in order to produce good, civilized, and productive citizens through improved academic performance. According to Lydiah and Nasongo (2009) the academic performance of students and the success of school largely depend on the effective head-teacher of the school. Several studies inside and outside Pakistan have drawn attention towards the effective role of head-teachers in the management of performance (Memon et al., 2000). Therefore, the role of head-teacher is eventually a dynamic component in creating a conducive learning environment, and managing

teaching resources efficiently leads to better performance of teachers, the academic performance of students, and overall performance of school ([Leithwood & Riehl, 2003](#)).

A research study conducted by [Mulyani \(2012\)](#) indicates that school administrators' qualification has a significant and positive effect on school performance. The head teacher's role is well-informed and augmented by knowledge from education as a discipline. The fact the matter is that education as a discipline is the blend of different disciplines such as sociology, psychology, social, psychology, anthropology, philosophy, political science, and economics. The performance of principals as measured by their qualification has a significant impact on the high and low level of performance of schools ([Andriani et al. 2018](#)). It reveals that high and low level of performance of schools can be explained by the qualification of the principals, [Tehseen, and Hadi \(2015\)](#) arguing that a knowledgeable and well-read head-teacher is more productive and have the ability to enhance school productivity in terms of students' performance and school success. In addition, a well-qualified head-teacher interacts with school council members, community members, parents, and other high-ups among others and therefore head-teacher needs to have a wide worldview and provides a window into the school for all the stakeholders.

According to [Miarso \(2008\)](#) professionally qualified school leader is someone who knows, how to get things done efficiently and effectively, is aware of standards of quality education, master the content of the lesson. So professional qualifications mean the pre-requisite that shows the presence of abilities required to do a job. High qualifications also indicate the credibility of a person in performing work and moreover, it is interpreted as the proficiencies and competencies that someone must possess in the execution of his duties ([Lai, Sadoulet, and Janvry, 2011](#)). [Andriani et al. \(2018\)](#) made it clear that heads' performance is related to the overall performance of an institution and [Miarso \(2008\)](#) acknowledged that level of qualification, however low or high will make a highly effective and efficient head and ultimately impacts on the performance of teachers and school. Highly

qualified heads as mentioned by [Kristiawan et al. \(2020\)](#) always keep the focus on his responsibility that educational progress and intellectual, emotional, moral, and physical development of learners do matter. Therefore, qualifications can be hypothesized the credibility in getting work done, because it interprets as competencies that someone has in getting done his duties. School heads have substantial responsibility; therefore, they must have suitable qualifications and motivation ([Putra, 2017](#)) ([Kristiawan et al, 2020](#)) ([Murtiningsih et al., 2019](#)).

[Gümüş, et al. \(2021\)](#) investigated the relationship of principal qualifications with performance and reported that positive relationship of qualification with performance, therefore, in the present study it was assumed that the head-teachers with higher qualification are more effective due to the benediction of qualities which are necessary for head-teachers be effective in their work. Therefore, researchers have opted for this study to watch the extent to which the level of qualification is playing role in performing the routine and contextual task efficiently and effectively.

Objectives and Hypothesis

The main objective to conduct this study was to investigate the extent to which the level of qualification has an impact on head-teachers performance and school performance. To reach the results following null hypotheses were tested:

- **Ho:** In administering the various administrative tasks, the performance of head-teachers who had more than 16-years qualification and those who had 16-years qualification do not differ significantly
- **Ho:** The results of schools where the head-teachers had more than 16-years qualification and those who had 16-years qualification do not differ significantly

Methodology

The study was concerned with the descriptive cum correlational research design, and survey technique as [Creswell \(2002\)](#), expressed that survey design is most suitable to determine or find out the information from the population, was used for data

collection to investigate the relationship of heads' qualification with performance indicators and school performance. Moreover, the comparison was also done between naturally occurring two groups based on qualification.

Participants

This study was revolved around the measurement of the relationship of school head-teachers level of qualification with the performance of different administrative tasks and with the school performance (in terms of result). In this study, the performance of head-teachers regarding administering the different tasks was measured as viewed by their teachers therefore secondary school teachers were the source of data of this study. All the secondary schools of District Chakwal were divided into two groups based on the qualification level of school heads. Group one consisted of the heads who had 16-years qualification, and the second group comprised those school heads who had greater than 16-years qualification. The researchers have contacted with Chief Executive Officer (Education), District Chakwal, and got the list of headmasters along with their qualifications. It was exposed that 48 secondary school head-teachers had more than 16-years qualification (i-e MPhil/postgraduate) and the remaining had 16-years qualification (i-e Masters' degree/graduated). Therefore, two strata were made, strata-I consisted of all 48 secondary schools wherein head-teachers had the qualification more than 16-years, however, in order to equate the sample size, the same number of secondary schools (i-e 48) were included in strata-II through randomly. Furthermore, from

each stratum, four teachers were invited to participate in this study and hence a total of 384 teachers were took part and filled in the questionnaire in this survey.

Instrument

To measure the performance of head-teachers a questionnaire comprised of forty-eight items under ten indicators was constructed and used as a data collection instrument. Performance indicators were based on the different studies ([Okon, 2004](#); [Robinson, Lloyd, & Rowe, 2008](#); [Badar, 2011](#); [Muring, 2014](#)) and included the creation of a conducive learning environment, maintaining discipline, involving teachers in decision making, efficiently manage conflicts, promote school-home-community relation, monitors students' progress, good communicator, significant knowledge and skill of financial management, organization of co-curricular activities, provide assistance in the professional development of teachers. [Sullivan, & Artino \(2013\)](#) stated that the Likert scale is required format to gauge the statements numerically, therefore in the current study questionnaire was designed on a 5-point Likert scale anchored on strongly disagreed, disagreed, uncertain, agreed, and strongly agreed and each of the items was weighted a numeric value range from 1 to 5 respectively. Initially, 72 items were prepared and placed the questionnaire before the experts to check the validity of each item under the respective indicator. After going through the process forty-four items were finalized. Indicator-wise and overall reliability of head-teachers performance questionnaire are given below.

Table 1. Reliability of Head Teachers' Performance Questionnaire (HTPQ)

Performance Indicators (Scale)	No of Items	Cronbach Alpha
Creation Of Conducive Learning Environment	5	0.82
Maintain Discipline	6	0.88
Involve Teachers in Decision Making	4	0.77
Efficiently Manage Conflicts	4	0.81
Promote School-Home-Community Relation	5	0.85
Monitors Students' Progress	5	0.87
Good Communicator	4	0.84
Significant Knowledge and Skill of Financial Management	5	0.78
Organization Of Co-Curricular Activities	4	0.81

Performance Indicators (Scale)	No of Items	Cronbach Alpha
Provide Assistance in Professional Development of Teachers	6	0.85
Reliability of whole questionnaire	48	0.82

Table-1 shows the Cronbach alpha reliability test of each performance indicator and the questionnaire as a whole. Cronbach's alpha of (HTPQ) was found to be 0.82, therefore items were reliable. School performance was measured in terms of the percentage of results declared by the Board of Intermediate and Secondary Education Rawalpindi. The mean of consecutive three years results was used as the performance of the school.

Research Procedure

The researchers administered the questionnaires personally to the secondary school teachers selected for this study. It was explained that ticking the appropriate response kept in mind the administration behavior of your head in performing different routine tasks and they were assured that your response was entirely used for research purposes only. 100% response was gotten by using

all possible means and in analyzing the collected data, the researchers utilized the descriptive statistics of simple mean, standard deviation, standard error of the mean, and percentage. Moreover, Mann Witney U-test was used to compare two groups' means because Mann Witney U-test is the non-parametric type of t-test used to compare two categorical groups i.e., 16-years qualification of head-teachers and more than 16-years qualification of head-teachers. For analysis purposes, more than 16-years qualification was named as "post-graduation" and 16-years qualification as "Graduation"

Results

To test the hypothesis researchers used Mann Witney U-test because the nature of data is non-parametric type. Results of data analysis are given below.

Table 2. Teachers' Perception of Head-teachers' Performance

Administrative Tasks (Performance Indicators)	Heads' Qualification	N	Mean	SD	Std. Error Mean
1. Creation of Conducive Learning Environment	Post-graduation	192	8.72	1.39	0.30
	Graduation	192	7.39	1.26	0.28
2. Maintain Discipline	Post-graduation	192	7.62	1.94	0.43
	Graduation	192	6.01	1.78	0.39
3. Involve Teachers in Decision Making	Post-graduation	192	8.81	1.4	0.31
	Graduation	192	6.34	2.31	0.51
4. Efficiently Manage Conflicts	Post-graduation	192	6.82	2.24	0.50
	Graduation	192	9.21	1.02	0.22
5. Promote School-Home-Community Relation	Post-graduation	192	8.52	1.24	0.27
	Graduation	192	5.39	1.97	0.44
6. Monitors Students' Progress	Post-graduation	192	9.81	0.37	0.08
	Graduation	192	8.71	0.64	0.14
7. Good Communicator	Post-graduation	192	7.66	1.23	0.27
	Graduation	192	5.14	1.88	0.41
8. Significant Knowledge and Skill of Financial Management	Post-graduation	192	9.24	0.92	0.20
	Graduation	192	8.83	1.09	0.24

Administrative Tasks (Performance Indicators)	Heads' Qualification	N	Mean	SD	Std. Error Mean
9. Organization of Co-Curricular Activities	Post-graduation	192	7.73	1.56	0.34
	Graduation	192	8.33	1.52	0.34
10. Provide Assistance in Professional Development of Teachers	Post-graduation	192	7.66	1.58	0.35
	Graduation	192	5.11	1.81	0.40

Post-graduation (more than 16-years qualification)

Graduation (16-years qualification)

Table-2 revealed, in the creation of a conducive learning environment the performance of post-graduate head-teachers was 86.5%, whereas for graduate head-teachers it was 66.5% which is approximately 20% less, than the performance of head-teachers had a post-graduate qualification. The performance of head-teachers in maintaining discipline was 67% and 46.5% of both post-graduate and graduate head-teachers respectively. The performance percentage of head-teachers regarding the extent to which they invite the teachers in decision making and efficiently manage the conflicts among teachers was high for graduate head-teachers as compared to head-teachers had a post-graduate qualification that is 74.5%, and the performance regarding promotion of relation of school to home & community for head-teachers had post-graduate qualification was high i-e 66.5% than their counterparts i-e 38.5%.

Furthermore, table-2 depicted that the performance of head-teachers with post-graduate qualifications in monitoring students' progress was found to be 81.5% and 61.5% for graduate head-teachers. The performance as a good communicator for post-graduate qualification was 80% and for graduate was 46% which is approximately 34% less than the post-graduate head-teachers performance. Moreover, the performance of head-teachers in financial management tasks of post-graduate qualification was 83.5% and graduate was 77.5%, additionally, 87% head-teachers had graduate qualification was better performance in the organization of co-curricular activities, than for post-graduate. In the indicator provide assistance in the professional development of teachers, the performance of post-graduate head-teachers was 74.5% and 40.5% for graduate head-teachers.

Table 3. Hypothesis Testing for Administrative Tasks (Performance Indicators)

Administrative Tasks (Performance Indicators)	Heads' Qualification	Mean	SD	T-Statistics	Sig	Decision
Creation of Conducive Learning Environment	Post-graduation	4.12	0.81	5.05	.001	Reject Null Hypothesis
	Graduation	3.39	0.73			
Maintain Discipline	Post-graduation	4.17	0.80	2.14	.035	Retained Null Hypothesis
	Graduation	3.18	0.80			
Involve Teachers in Decision Making	Post-graduation	4.23	0.81	2.03	.000	Reject Null Hypothesis
	Graduation	3.30	0.80			
Efficiently Manage Conflicts	Post-graduation	4.14	0.76	2.41	.001	Reject Null Hypothesis
	Graduation	3.11	0.82			
Promote School-Home-Community Relation	Post-graduation	4.23	0.65	2.53	.002	Reject Null Hypothesis
	Graduation	3.21	0.85			
Monitors Students' Progress	Post-graduation	4.14	0.76	3.05	.005	Reject Null Hypothesis
	Graduation	3.33	0.80			
Good Communicator	Post-graduation	4.23	0.81	2.03	.003	

Administrative Tasks (Performance Indicators)	Heads' Qualification	Mean	SD	T-Statistics	Sig	Decision
Significant Knowledge and Skill of Financial Management	Graduation	3.3	0.80	2.40	.023	Reject Null Hypothesis
	Post-graduation	4.14	0.76			Retained Null Hypothesis
Organization of Co-Curricular Activities	Graduation	3.11	0.82	2.53	.041	Retained Null Hypothesis
	Post-graduation	4.23	0.65			Retained Null Hypothesis
Provide Assistance in Professional Development of Teachers	Graduation	3.11	0.82	2.41	.000	Reject Null Hypothesis
	Post-graduation	4.14	0.76			Retained Null Hypothesis

Post-graduation (more than 16-years qualification)

Graduation (16-years qualification)

Table-3 shows the result of the Mann Witney U-test (non-parametric type of t-test) used to compare two categorical groups. It was revealed that in administering the various administrative tasks such as the creation of conducive learning environment, involving teachers in decision making, efficiently managing conflicts, promoting school-home-community relation, monitoring students' progress, good communicator, and assisting in the professional development of teachers the performance of head-teachers who had more than 16-years qualification are differed significantly than

those head-teachers who had 16-years qualification. Expect in three tasks i-e Maintain Discipline, Significant Knowledge and Skill of Financial Management, and Organization of Co-Curricular Activities both did not differ significantly. Based on the overall majority and rules of generalization, it can be inferred that the null hypothesis "in administering the various administrative tasks, the performance of head-teachers who had more than 16-years qualification and those who had 16-years qualification do not differ significantly" is rejected.

Table 4. Head-teachers' Qualification and School Performance (wrt Results)

Performance	Heads' Qualification	N	Mean	SD	Std. Error Mean
School Performance	Post-graduation	192	7.65	1.22	0.27
	Graduation	192	5.153	1.87	0.41

Post-graduation (more than 16-years qualification)

Graduation (16-years qualification)

School performance was measured in terms of results, so the table-4 depicted the performance of head-teachers concerning school results. Data shows that the results of schools with head-teachers had post-graduate qualification was found to be 80% and head-teachers had graduate qualification was 46%, which is almost

34% less than the head-teachers with post-graduate qualification. Someone could glean that performance of head-teachers had more than 16-years qualification are good as their counterpart had 16-years qualification concerning school performance.

Table 5. Hypothesis Testing using non-parametric type of t-test for School Performance

Qualification of Heads	Mean of Board Result	SD	T-Statistics	P-value	Decision
Post-graduate	90.12	3.23	3.88	.001	Reject Null Hypothesis
Graduate	72.15	1.46			Retained Null Hypothesis

*Post-graduation (more than 16-years qualification),
Graduation (16-years qualification)*

Table indicated that if there exists a significant difference in the performance of heads in regards to Board of Intermediate and Secondary Education results based on level of qualification. Results indicated that t-value is significant at 0.05 levels ($t = 3.88$, p-value is .001). Therefore, it can be established the fact that there is a significant difference between the mean results of heads with Post-graduate and Graduate. Hence the Secondary School Certificate (SSC) results of head-teachers who had more than 16-years qualification found good ($M = 90.12$, $SD = 3.23$) than their counterparts who had 16-years qualification ($M = 72.15$, $SD = 1.46$).

Conclusions and Discussion

The head-teachers are the key personnel of schools and play a significant role in achieving the school goals as [Nabi, et al., \(2018\)](#) argued that the quality of teaching is directly related to the quality of head-teachers in administrating the school academic and non-academic tasks. It is admitted fact that the qualifications increase knowledge, develop attitude and competence which in return impact on the performance. This study was initiated to find out the extent to which the qualification of head-teachers makes difference in administering routine tasks and school performance. According to teachers' rating, both the hypothesis was rejected based on significant majority and it was concluded that the head-teachers had post-graduate qualification better on the questionnaire (HTPQ), which means they are good at creating a conducive learning environment, make the critical decision after consultation of teachers, efficiently manage

conflicts, always eager to create good liaison with parents and community members, monitor students' progress, and observe the lesson and provide instructional assistance and guidance to teachers if required. An insubstantial majority (seven out of ten performance indicators), the performance of head-teachers has appeared better than a significant contribution towards better school performance. It was concluded that high qualification either educational or professional was significantly related to head-teachers' and school performance. It means qualification of head-teachers does matter and it makes the head-teachers effective in managing administrative tasks, therefore, one could glean that an effective head-teacher plays a crucial role in students learning and school performance. The findings of this study verified the claim of previous research findings of the better performance of head-teachers has an impact on school performance ([Miarso, 2008](#); [Lai, et al., 2011](#); [Bowers, & White, 2014](#); [Ishola, et al., 2018](#); [Gümüş, et al., 2021](#)). Consistency with previous studies is indicating that performance indicators used in this research were valid as well as reliable in measuring the performance of head-teacher. A relationship of qualification of head-teachers with their own performance and school performance was also found. Findings indicate that high qualified head-teachers are effective because they are good in administering the various tasks that augmented towards better school performance. So, it can be inferred that qualification as a categorical variable predicts the performance and makes difference in administering the school matters and in schools' performance in terms of results.

References

- Akinwumi, F. S. & Adeyanju, H. I. (2011). A post training job performance of sandwich and full-time certificate in education. Graduates in Ogun State, Nigeria. *Pakistan journal of social sciences*, 8(2), 94-99.
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of The Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technological Research*, 7(7), 19-29.
- Anwar, M. N., Yousuf, M. I., & Sarwar, M. (2008). Decision making practices in universities of Pakistan. *Journal of Diversity Management (JDM)*, 3(4), 19-26.
- Babinue, K. (2017). How can we measure school performance, Michigan: Tulane University.
- Badar, M. R. (2011). Factors Causing Stress and Impact on Job Performance, A Case Study of Banks of Bahawalpur, Pakistan. *European Journal of Business and Management*, 3(12), 9-17.
- Blumende, R. S. (2001). Making schools effective in Nigeria. *Journal of Education Research*, 5(1), 65-78.
- Bowers, A. J., & White, B. R. (2014). Do principal preparation and teacher qualifications influence different types of school growth trajectories in Illinois: A growth mixture model analysis. *Journal of Educational Administration*, 52(5), 705-736
- Campbell, J. P. (2017). Some possible implications of "modeling" for the conceptualization of measurement. *In Performance measurement and theory*, 277-305. Routledge.
- Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative (676). Upper Saddle River, NJ: Prentice Hall.
- Gümüş, S., Şükrü Bellibaş, M., ŞEn, S., & Hallinger, P. (2021). Finding the missing link: Do principal qualifications make a difference in student achievement? Educational Management Administration & Leadership, 174114322110519. <https://doi.org/10.1177/17411432211051909>
- Harris, A. (2013). Teacher leadership and school improvement. In *Effective leadership for school improvement*, 82-93. Routledge.
- Ishola, A. A., Adeleye, S. T., & Tanimola, F. A. (2018). Impact of educational, professional qualification and years of experience on accountant job performance. *Journal of Accounting and Financial Management ISSN*, 4(1), 2018. DOI:10.5281/zenodo.1210796
- Janks, H. (2014). Critical literacy's ongoing importance for education. *Journal of Adolescent & Adult Literacy*, 57(5), 349-356.
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies*, 20(1), 156-164.
- Khizar, A., Anwar, M. N., & Malik, M. A. (2019). Role of National Education Policy-2009 and National Professional Standards for Teachers in Developing Teachers' Professionalism. *Bulletin of Education and Research*, 41(3), 101-118.
- Lai, F., Sadoulet, E., & De Janvry, A. (2011). The contributions of school quality and teacher qualifications to student performance evidence from a natural experiment in Beijing middle schools. *Journal of Human Resources*, 46(1), 123-153.
- Leithwood, K., & Riehl, C. (2003, April). What do we already know about successful school leadership. In *annual meeting of the American Educational Research Association, Chicago, IL* 22.
- Lydia, L. M., & Nasongo, J. W. (2009). Role of the headteacher in academic achievement in secondary schools in Vihiga District, Kenya. *Current Research Journal of Social Sciences*, 1(3), 84-92.
- Maslowski, R., Scheerens, J., & Luyten, H. (2007). The effect of school autonomy and school internal decentralization on students' reading literacy. *School Effectiveness and School Improvement*, 18(3), 303-334.

- Memon, M. (2008). Capacity Development in educational Planning and Management for Achieving Education for All: A Case of Pakistan. *ANTRIEP 13* (2), 5-8.
- Memon, M., Nazirali, R.N., Simkins, T., & Garret, V. (2000). Understanding the head-teachers' role in Pakistan: Emerging roles, demands, constraints and choices. *International National Studies in Educational Administration*, 28(2), 48-55
- Miarso Y. (2008). Increasing Teacher Qualifications in the Educational Technology Perspective. *Journal Pendidikan Penabur*, 7 (10), 66- 76.
- Mulyani, A. (2012). Effect of School Principal Performance and Teacher Performance on Learning Quality in Middle School Purwakarta Regency. *Jurnal Adminisistrasi Pendidikan Vol.XIV*No.1: 86-92.
- Muring, J.V. (2014). The Challenging Roles of School Principals. Deped, Division of Malaybalay City.
- Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The Correlation Between Supervision of Headmaster and Interpersonal Communication with Work Ethos of the Teacher. *European Journal of Education Studies*, 6(1).
- Nabi, M., Iqbal, M. J., Mand, R., & Butt, I. H. (2018). Teacher in promoting quality education: Head teachers perception. *Review of Economics and Development Studies*, 4(2), 145-151.
- Ogunleye, A.J., & Osekita, D.A (2016). Effect of job status, gender, and employees' achievement motivation behavior on work performance: a case study of selected local government employees in Ekiti State, Nigeria. *European Scientific Journal*. 12 (26): 236 -14.
- Okon, J. E., (2004). Understanding Administrative Behaviour in Educational Organizations. Calabar: Ultimate Index.
- Peregrino, L. P., Caballes, D. G., Necio, C. R., & Pasion, R. V. (2021). School Heads Competence and Qualifications: It's Influence on the School Performance. *Data Mining and Knowledge Engineering*, 13(1), 1-5.
- Putra, E. (2017). Effect of Managerial Supervision and Work Motivation on the Performance of Principals in Public Elementary Schools According to Teachers' Perceptions in the City of Padang Panjang. *Journal al-Fikrah*, 5(2).
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational administration quarterly*, 44(5), 635-674.
- Salwa, Kristiawan, M., & Lian, B. (2019). The Effect of Academic Qualification, Work Experience And Work Motivation Towards Primary School Principal Performance. *International Journal of Scientific & Technology Research*, 8(8): 969-980
- Sullivan, G. M., & Artino Jr, A. R. (2013). Analyzing and interpreting data from Likert-type scales. *Journal of graduate medical education*, 5(4), 541-542.
- Tehseen, S., & Hadi, N. U. (2015). Factors influencing teachers' performance and retention. *Mediterranean Journal of Social Sciences*, 6(1), 233.
- Tuckman, B. W., & Kennedy, G. J. (2011). Teaching learning strategies to increase success of first-term college students. *The Journal of Experimental Education*, 79(4), 478-504.