

## **A Survey of School Head Teachers' Leadership Performance in Shaheed Benazirabad Division: Theory and Practices**

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### **Abstract**

*The prime purpose of leadership is to take responsibility and decide on a destination for the institution in the shape of a vision and targets, and next he/she should have a concrete action plan to be at par with the vision by achieving those targets. This study was "a survey of school headteachers' performance in Shaheed Benazirabad Division: Theory and Practice", and was carried out with three research objectives 1) Study the existing leadership theories, 2) Study the current leadership performance practices and, 3) Study the current managerial leadership performance practices of school headteachers' at secondary and higher secondary level in Shaheed Benazirabad Division. A mixed-method approach was used. A sample of 155 head teachers was selected through a simple random sampling technique (61% of the total population). The data collection questionnaire was a self-developed tool on a five-point Likert scale. The validity of the tool was ensured with the feedback of two senior headteachers and a pilot test. The reliability of the questionnaire was ensured by Crombach's Alpha. The results showed that having an understanding of curriculum implementation practices use of material resources and instructional leadership approaches in the school were poorly performed. It is concluded that time-to-time short training sessions may be arranged for the headteachers to better utilize their current knowledge of contemporary theories, use of resources such as financial and material and improved pedagogical practices in their schools and the training manuals should include the latest researches in the school education.*

**Key Words:** *Headteacher, School heads, School leadership, Practices, Continuous professional development*

## **Introduction**

The leadership is for better results for the institutions. The leaders take every stakeholder on board and make them believe that the destination will be achieved. Many theories suggest that leaders are born such as the great man theory (GMT), whereas there are theories that say that leaders are nurtured as traits/ situational theory Khan, et al., 2015. The performance of every individual count in any department, organization, or institution. The heads of those institutions or organizations have to make sure that everyone in the organization performs at his/ her best (Mitchell & Sackney, 2016). The schools are headed by headteachers or principals. Along with the performance of the subordinates, the performance of the headteachers is also important (Sheer, 2015). In Pakistan, especially in Sindh, there are no set rules and performance assessment policies for the headteachers (Sahito & Pertti, 2017). They are either directly appointed through provincial public service commissions (PPSC), known with a prefixed letter from specific provinces. In Sindh, Sindh Public Service Commission (SPSC) was established for the recruitment of officers in any department by going through an established process for such purposes. Being promoted there are no established rules and policies for their promotion to leadership positions, other than their seniority cum fitness based on their B. Ed degree, and in support, the Annual Confidential Reports (ACRs) are provided for their fitness that they either be promoted or not. Those who come with satisfactory ACRs get a chance for promotion and those who's ACRs are not satisfactory are not considered for promotion to the next grade. This way of promotion is known as current practices for promotion in the education department for leadership positions. The current research is study was intended to "a survey of school head teachers' leadership performance in Shaheed Benazirabad Division: Theory and Practices" the perspective is on the current situation of leadership performance policies and procedures for head teachers in their schools, and the current leadership performance practices of head teachers' in Shaheed Benazirabad Division.

## **Background of the study**

The role of leadership is of utmost importance in any organization. The leaders decide the direction and the destinations in the best interest of their followers, and institutions. The achievements and the failures are mostly placed on the account of the leaders. It is the leader, who makes decisions by him/ herself and, sometimes consulting their fellows and followers,

(Holmes, 1965; Khan, et al., 2015), or sometimes as the situation requires (Mariasse, 1985; Calvert, 1992; Seijts & Jeffrey, 2018; Harms, Wood, Landay, Lester, & Lester, 2018) and sometimes make sure that the set rules are well followed in the organization (Khan, et al., 2015). In this respect, there is no exception for educational institutional leaders (Kark, Ronit, & Dina, 2007). The Wallace Foundation believed that school principals should have qualities such as they should have a vision for the success of their institutions, the ability to create a hospitable climate for education, they should have the attitude to develop leadership skills in others, endeavor for improved instructions, and manage resources, data and process to lead the school towards improvement (Wallace-Foundation, 2013; Döş & Savaş, 2015).

Mulford, (2003), and Mitchell & Sackney, (2016), identified that school leaders should have the capability to achieve the pre-set objectives of the schools, the way they should strengthen to retain and professionally train their teachers, and they should also focus on students learning outcomes, nurture school leaders and ensure professional development of the leaders. Sahito & Pertti, (2017), identified many factors affecting school performance in Sindh. According to the study, the managerial and administrative factors affect the school performance at large because of the shortage of resources in the schools. This study further intended to conduct a survey of headteachers' performance at secondary and higher secondary schools level (male/female) in the light of current educational leadership theories, their current leadership practices, and managerial performance in Shaheed Benazirabad Division, Sindh

### **Significance of the Study**

Leaders are born or nurtured, which is still under discussion in the spheres of researchers (Avolio, 2005). The great main theory by Thomas Carlyle in 1840 to Herbert Spencer, who was of the consideration that the GMT was not developed with a scientific approach and encountered the GMT with an argument that the great man of Carlyle was the only product of social settings (Langston, 2017). Either of the opinions is believed correct in its corners and is also believed a need of the time. According to Tyner, (2014) humans have got transitioned from the dark ages to the technological age. Educational institutions have been established to yield better results to educate the masses, The educational leaders come from different backgrounds and need to be brought on a single line so that the governments formulate policies, and arrange continuous professional development training for those educational institutional heads (O'Connor, 2013).

The authorities observe the leadership practices of the school headteachers and their leadership style in the organization as well and ensure that the actions of the school leaders are well observed and aligned with their pre-set goals.

The research study in hand intends to have "a survey of school headteachers' leadership performance in Shaheed Benazirabad Division: Theory and Practice"

### **Objectives of the Study**

This research study is intended to carry out the following research objectives.

- Study the existing leadership theories regarding leadership practices
- Study the current leadership performance practices of school headteachers' at secondary and higher secondary levels in Shaheed Benazirabad Division.
- Study the current managerial leadership performance practices of school headteachers' at secondary and higher secondary school levels in Shaheed Benazirabad Division.

### **Research Questions**

What are the existing leadership theories regarding leadership practices?

To what extent are the current leadership performance practices of school headteachers' at secondary and higher secondary levels in Shaheed Benazirabad Division?

How much of the managerial performance practices are performed by the headteachers of the secondary and higher secondary level in Shaheed Benazirabad Division?

## **Literature Review**

### **Leadership, Management, and Administration**

Though all three terms are interlinked yet have different meanings and functions to be carried out. Most Dictionaries give different textual and functional meanings but very less, inferential meanings. Dictionary.com gave the literal meaning of the word leadership as "the position or function of a leader, a person, who guides or directs a group, an act or instance of leading, guidance, and direction, the leaders of a group" (Dictionary.Com, 2021). Merriam-Webster dictionary says leadership is known as "the office or position of a leader, recently assumed the

leadership of the company, capacity to lead a politician who lacks leadership, the act or an instance of leading/ leadership molds individuals into a team (Dictionary M. W., 2021).

According to Stephen & Skripak, (2016) management is a one-directional working process or function but multi-directional as well in terms of a manager being efficient and effective to make him/ herself successful in making decisions keeping in view the available resources in hand. The word administration as defined in the dictionaries is "the government of a country under a particular leader, the people who plan, organize, and run a business, or an institution, etc., (Oxfordlearnesdictionary.com, 2021; Thefreedictionary.com, 2021).

It can be inferred from the dictionary meanings and the research about the meaning, definition, and functions of leadership, management, and administration, leadership is to give direction, vision, and hope, and management is to function according to the set rules either by leadership or by the administration itself, and the administration is all about to make rules and policies and make endeavors to make organizations functional based on those set rules and regulations. It can also be said that leadership is about a vision. The administration is about to rule. Management is about performing and achieving the set objectives by managing available resources, such as human, material, and financial resources (Mohammed, et al., 2014).

### **Leadership Theories**

A research study conducted by Amanchukwu and others based on a review of leadership theories from the research works especially conducted for African countries for the reformation of education, especially for Nigeria and concluded that the quality of education depends upon the quality of school leaders and education managers, they reviewed Great Man Theory, Trait Theory, contingency theories, Situational Theory Behavioral theories, Participatory theory, Transactional/ management theory, Relationship/ transformational theory and Skills Theory (Amanchukwu, Stanley and Ololube 2015).

### **Great Man Leadership Theory**

This theory was originally given by Thomas Carlyle in 1888. The inheritance of qualities is the basis of the Great Man Theory. It suggests that leaders are born, not made. Though the term "Great Man" is associated with "Man" it is deemed as common gender for both i.e. men and women, but initially, it was associated with male leaders because at that time leadership was

understood as a male quality, especially in the military groups (Ololube, 2013; Amanchukwu, Stanley, & Ololube, 2015; Spector, 2016).

### **Traits Theory**

This theory was originally given by Gordon Allport (November 11, 1897 - October 9, 1967) showing a bit of resemblance with the Great Man Theory, Traits Theory says that the inherent qualities are the traits that make them better leaders, these theories mostly identify personality or behavioral characteristics those are shared by leaders, (Ololube, 2013; Chemers ", 2014).

### **Contingency Theories/ Situational Leadership Theory**

The environment might be the determiner of the leadership style best suited to the particular situation. This theory says that one particular style cannot fulfill the leadership requirements for all situations. It further says that the success of a leader depends upon multiple variables, which may include leadership style, qualities of the followers, and situational features. It says that effective leadership is dependent upon a leader's quality and leadership style, best demanded by the situation (Naylor, 1999; Vroom & Arthur, 2007).

### **Behavioral Leadership Theories**

Behavioral leadership theories are established on the belief and notion that all leaders are made, not born. This theory emphasizes on the actions of the leaders are not their intellectual qualities or internal states but they are taught and nurtured to how to lead (Shek, Daniel, Chung, & Leung, 2015). This theory suggests that leadership abilities can be learned through different ways such as training and observations.

### **Participatory Leadership Theory**

It insists upon the participation of others, it inspires participation and contribution from workers of the organization and makes them committed to the progress of the institution or organization in the decision-making process. According to Gosnell-Lamb, O'Reilly, & John, (2013) a leader or manager who uses a participatory leadership style instead of making decisions by him/ herself ever involves co-workers and gets their interests invested in the organization, improves commitment, and increases collaboration for better quality decisions for the organization.

### **Transactional/ Management Leadership Theory**

The transactional leadership theories are also known as management theories, which focus on the role of supervision, organization and organizational performance, and coordination, which takes place between the leaders and their subordinates (Gosnell-Lamb, O'Reilly, & John, 2013)

### **Relationship/ Transformational Leadership Theory**

The relationship/ transformational theories are also known as transformational theories and are focused on relations strengthened between leaders and followers. This theory suggests that leadership is a process that compels the leaders to be engaged with others and nurtures an environment to yield increased motivation and morality on both sides, the leader and the followers. This type of leader motivates and inspires followers by helping them to understand the importance and higher uprightness of the task (Cherry, 2014).

### **Skills Leadership Theory**

Skills theory insists upon learned knowledge and apex acquired skills and abilities are the significant factors in the exercise and practice of leadership responsibilities (Abell & Oxbrow, 2006). It also accepts the inherited traits and the abilities to lead the followers effectively but also insists that the learned skills, developed style, and acquired knowledge are the real means to leadership performance.

### **Transformational and Pedagogical/ Instructional Leadership Theory**

Transformational and Pedagogical/ Instructional theories suggest vision, set of directions, restructuring and realigning of the organization, development of staff and curriculum, and relationship and involvement of community for better organizational achievements (Adhikari, 2019).

### **Authentic Leadership Theory**

This theory is based on genuine leadership tactics self-awareness and being a leader from the heart, these types of leaders set goals, and to achieve those goals they set a mission (Opatokun, Hasim, & Hassan, 2013).

### **Leader-Member Exchange Theory**

Leader-member exchange theory is focused on the real relationship between leaders and their followers (Jordan & Troth, 2011). It suggests that the relationship of the leaders with their members differs based on the trust between them. This theory is about actual happenings in organizations (Sheer, 2015).

### **Leadership Styles**

Leadership style is the behavior a leader / adopts with their subordinates. There are some commonly known styles, the leaders adopt autocratic leadership style, bureaucratic leadership style, laissez-faire leadership style, democratic leadership style, authoritarian leadership style, and situational leadership style (Khan, et al., 2015).

#### **Autocratic/ Authoritarian Leadership Style.**

The autocratic leaders expect that none can question their orders at any cost. They are of the mindset that whatever they order should necessarily be abode by every member of the group that comes under that particular order (Khan, et al., 2015).

#### **Democratic/ Participative Leadership Style.**

The leaders, those who behave as democratic are bestowed with confidence that whatever they share with their subordinates it is not for sake of their consent but more suggestions from them for the sake of better decisions. They, therefore, consult with their subordinates and come to a consensus but yet keep the authority of decisions to themselves (Khan, et al., 2015).

#### **Laissez-Faire/Rein-Free/ Delegate Leadership Style.**

These types of leaders guide their subordinates very little. These types of leaders expect that their workforce is as experienced as they do not need any help and guidance and leave their followers to set their goals, and decisions and complete their tasks by themselves and put no accountability checks (Khan, et al., 2015; Harms, Wood, Landay, Lester, & Lester, 2018).

#### **Bureaucratic Leadership Style**

These types of leaders are supposed to be leaders to follow written rules. In this style every piece of the action is pre-determined and the followers are required to not deviate from those rules. This is also known as managing from the book style (Khan, et al., 2015).

## **Situational Leadership Style**

This is called, the spot leadership style as well. This is because these types of leaders make decisions looking at the spot situation they face. They do not come with pre-decisions but what the situation requires, they decide the same (Khan, et al., 2015).

## **Leadership Performance**

School leadership performance is defined in different ways, in some of the research, the emphasis is on the responsibilities and some have discussed its dimensions. The responsibilities and the dimensions are synonyms to some extent if the meaning is taken inferentially. Day & Sammons, (2014) have talked about the leadership dimensions for successful leaders, the central point of the leadership dimensions such as the headteachers should ensure improved conditions for teaching and learning, re-design and enrich the curriculum, restructure the organization by redesigning roles and responsibilities, enhance teacher quality, build up relationships with outside the school community, enhance teaching and learning, and build relationships inside the school community. According to them, is to build trust by defining vision, values, and directions for the students learning, well-being and achievements, and high expectations.

## **Research Methodology**

The current research study adopted a mixed-method approach and was descriptive. The researcher in the qualitative portion discussed the leadership theories and leadership styles and leadership performance, whereas the practicality was analyzed quantitatively. The qualitative portion is inferred from the review of the literature, whereas the quantitative results are drawn from the primary data collected from the sample. The population of the study was the 253 male and female headteachers of the secondary and higher secondary schools of District Shaheed Benazirabad Division. A sample of 155 (61%) headteachers was selected through a simple random sampling technique for quantitative data collection by applying Solven's 1960 formula for the calculation of sample size. Whereas for the qualitative data possible available literature was reviewed and the inference was drawn. The quantitative data was collected by administering a self-designed questionnaire on a five-point Likert scale. The validity of the tool was ensured by the feedback of the two senior teachers and by pilot testing. For the reliability of the research questionnaire, Cronbach's Alpha has applied the tool was found reliable at 82.1% this test was

run in SPSS v. 22. The collected data were analyzed manually and then systematically put in the tables for the current research study.

Table 1

The population of Shaheed Benazirabad Division.

Sr. No	Institutions	Male	Female	Mix	Total	Remarks
1	Secondary	46	41	115	<b>202</b>	
2	Higher secondary	9	14	28	<b>51</b>	
Total		55	55	143	<b>253</b>	

Solven's 1960 formula for determining sample size, which is:  $n = N / (1 + Ne^2)$ .

n= Sample size

N= Population

1= Constant

e= Margin of error.

Now solve the equation.

n=?

If:

N= 253

e= .05

Then;

$n = 253 / (1 + 253 (.05)^2)$

$n = 253 / (1 + 253 (.0025))$

$n = 253 / (1 + 0.6325)$

$n = 253 / 1.6325$  and  $n = 155$

Table 2

Reliability Statistics.

Cronbach's Alpha	N of Items
.821	18

## Discussion and Analysis

Table 3

Qualitative inferences from the available literature

Existing leadership theories	Leadership theories			Researcher's inferred definition
	Great man leadership theory	Traits theory	Contingency theories/ situational leadership theory	Leader can be best inferred as a person who has a vision, takes initiative and responsibility of consequences, creates hope amongst people, and people follow him or her.
	Behavioral leadership theories	Participatory leadership theory	Transactional/ management leadership theory	
	Relationship/ transformational leadership theory	Skills leadership theory	Transformational and pedagogical/	

		instructional leadership theory	
Authentic leadership theory	Leader-member exchange theory		
<b>Leadership styles</b>			
Autocratic/ authoritarian leadership style.	Democratic/ participative leadership style.	Laissez-faire/ free/ delegate leadership style.	It should be the domain of a leader to move in between all the leadership styles according to the need, situation, or for sake of breaking down the monotonousness in the style
Bureaucratic leadership style	Situational leadership style		
<b>Leadership performance</b>			
Academic	Professional	Managerial	A leader should have a quality to be strong enough in the academic domain, be professional strong in his/ her professional responsibilities and in keeping relations with the sub-ordinates, upper management, and with the stake holders, and have managerial skills to manage resources effectively and appropriately

Table 4  
Quantitative Data Analysis.

No	Statement	SDA	DA	UD	A	SA	Mean
	RQ						
1	Vision, mission, and values	Fr = 5 %=3.225	Fr=11 %=7.09 6	Fr=30 %=19.354	Fr=75 %=48.387	Fr=34 %=21.93 5	3.78
2	Effective utilization of school resources	Fr=1 %=0.645	Fr=18 %=11.6 12	Fr=20 %=12.903	Fr=97 %=62.580	Fr=19 %=12.25 8	3.74
3	Innovative actions	Fr=6 %=3.870	Fr=13 %=8.38 7	Fr=27 %=17.419	Fr=85 %=54.838	Fr=24 %=15.48 3	3.51
4	Current knowledge of pedagogy and instructions and assessment in my school	Fr=3 %=1.935	Fr=22 %=14.1 93	Fr=42 %=27.096	Fr=67 %=43.225	Fr=21 %=13.54 8	3.52

5	<b>Contemporary leadership theories and practices</b>	Fr=4 %=2.580	Fr=21 %=13.548	Fr=75 %=48.387	Fr=51 %=32.903	Fr=4 %=2.580	3.19
6	<b>Understanding of curriculum implementation practices</b>	Fr=4 %=2.580	Fr=21 %=13.548	Fr=54 %=34.838	Fr=60 %=38.709	Fr=16 %=10.322	3.40
7	<b>Knowledge and understanding of current developments in education to improve the academic performance</b>	Fr=2 %=1.290	Fr=14 %=9.032	Fr=53 %=34.193	Fr=72 %=46.451	Fr=14 %=9.032	3.52
8	<b>Emotional intelligence, responsiveness, flexibility, and personal wellbeing in the school leadership and management</b>	Fr=2 %=1.290	Fr=10 %=6.451	Fr=27 %=17.419	Fr=98 63.225	Fr=18 %=11.612	3.77
9	<b>Fair, respectful treatment and understanding of each student's culture and context</b>	Fr=2 %=1.290	Fr=15 %=9.677	Fr=15 %=9.677	Fr=105 %=67.741	Fr=18 %=11.612	3.78
10	<b>Promotion of effective use of technology in the teaching and learning in the school</b>	Fr=3 %=1.935	Fr=13 %=8.387	Fr=14 %=9.032	Fr=107 %=69.032	Fr=18 %=11.612	3.8
11	<b>Professional development of teachers and staff</b>	Fr=4 %=2.580	Fr=7 %=4.516	Fr=15 %=9.677	Fr=104 %=67.096	Fr=25 %=16.129	3.89
12	<b>Maintenance of a safe, caring, and healthy school environment</b>	Fr=3 %=1.935	Fr=10 %=6.451	Fr=17 %=10.967	Fr=101 %=65.161	Fr=24 %=15.483	3.85
13	<b>Empowering teachers and staff with collective responsibility for meeting the academic, social, emotional, and</b>	Fr=3 %=1.935	Fr=8 %=5.161	Fr=9 %=5.806	Fr=111 %=71.612	Fr=24 %=15.483	3.93

Current managerial performance practices

<b>14</b>	<b>physical needs of students and school</b> <b>Continuous engagement of stakeholders in an ongoing process of evidence-based inquiry, learning,</b>	Fr=5 %=3.225	Fr=12 %=7.74 1	Fr=10 %=6.451	Fr=107 %=69.032	Fr=21 %=13.54 8	3.81
<b>15</b>	<b>Managing human resources</b>	Fr=1 %=1.290	Fr=9 %=6.45 1	Fr=27 %=17.419	Fr=99 63.23	Fr=19 %=11.61	3.77
<b>16</b>	<b>Managing Financial resources</b>	Fr = 4 %=2.58	Fr=13 %=8.39	Fr=30 %=19.35	Fr=74 %=47.74	Fr=34 %=21.94	3.62
<b>17</b>	<b>Managing Material resources</b>	Fr=4 %=3.87	Fr=12 %=8.39	Fr=28 %=17.42	Fr=85 %=54.84	Fr=25 %=15.48	3.72
<b>18</b>	<b>Instructional instructions in the class</b>	Fr=5 %=3.87	Fr=14 %=8.39	Fr=27 %=17.42	Fr=84 %=54.84	Fr=25 %=15.48	3.58

The vision of an institution is of utmost importance. Usually, the headteachers come with their vision, and as the head teachers are transferred the vision is left half way. It lays a future direction for the institution. The above table shows that fr=5, and 3.225% of respondents strongly disagreed, fr=11, and 7.096% of respondents disagreed fr=30, and 19.354% of respondents remained undecided fr=75, and 48.387% of respondents agreed and fr=34, and 21.935% of respondents strongly agreed with the statement that having a vision, mission, and values in the school was important with a mean score of 3.78.

If a school has a vision, the institution uses its resources for the achievement of the set vision otherwise the resources are wasted. It can be well seen in the above table that fr= 1, and 0.645% of respondents strongly disagreed, fr= 18, and 11.612% of respondents disagreed fr= 20, and 12.902% of respondents remained undecided fr= 97, and 62.580% of respondents agreed and fr= 19 and 12.258% of respondents strongly agreed with the statement that having Effective utilization of school resources in the school was important with a mean score of 3.74.

A head teacher needs to be innovative to come up with new and effective ideas to improve the academic performance of the school. The above table shows that fr= 6 and 3.870% of respondents strongly disagreed, fr= 13 and 8.387% of respondents disagreed, fr= 27 and 17.419% of respondents remained undecided, fr= 85 and 54.838% of respondents agreed and fr=

24 and 15.483% of respondents strongly agreed with the statement that having innovative actions in the school was important with a mean score of 3.51.

It makes a head teacher confident enough if he possesses current knowledge of teaching methodologies. The above table shows that fr= 3 and 1.935% of respondents strongly disagreed, fr= 22 and 14.193% of respondents disagreed, fr= 42 and 27.096% of respondents remained undecided, fr=67 and 43.225% of respondents agreed and fr= 21 and 13.548% of respondents strongly agreed with the statement that having Current knowledge of pedagogy and instructions and assessment in the school was important with a mean score of 3.52.

Knowledge and application of leadership skills based on theories make a head teacher able to control the institution in a variety of management and controlling ways. The above table shows that fr= 4 and 2.580% of respondents strongly disagreed, fr= 21 and 13.548% of respondents disagreed, fr= 75 and 48.387% of respondents remained undecided, fr=51 and 32.903% of respondents agreed and fr= 4 and 2.580% of respondents strongly agreed with the statement that having been used contemporary leadership theories and practices in the school was important with a mean score of 3.19.

The most important tool or pathway the educational institutions follow is the curriculum. The headteacher should have current knowledge of curriculum models and their effective implementation measures to improve institutional performance. The above table shows that fr= 4 and 2.580% of respondents strongly disagreed, fr= 21 and 13.548% of respondents disagreed, fr= 54 and 34.838% of respondents remained undecided, fr= 60 and 38.709% of respondents agreed and fr= 16 and 10.322% of respondents strongly agreed with the statement that having an understanding of curriculum implementation practices in the school was important with a mean score of 3.40.

It is also important for school leaders to be updated with the school performance levels so that they can easily lead their institutions to better academic performance. The above table shows that fr= 2 and 1.290% of respondents strongly disagreed, fr= 14 and 9.032% of respondents disagreed, fr= 53 and 34.193% of respondents remained undecided, fr= 72 and 46.451% of respondents agreed and fr= 14 and 9.032% of respondents strongly agreed with the statement that being practical in the application of knowledge and understanding of current developments

in education to improve the academic performance in the school was important with a mean score of 3.52.

The management of school affairs ever remained under criticism. If a headteacher is capable of managing school resources effectively can nurture better results. The above table shows that fr= 2 and 1.290% of respondents strongly disagreed, fr= 10 and 6.451% of respondents disagreed, fr= 27 and 17.419% of respondents remained undecided, fr= 98 and 63.225% of respondents agreed and fr= 18 and 11.612% of respondents strongly agreed with the statement that being practical in emotional intelligence, responsiveness, flexibility, and personal wellbeing in the school leadership and management in the school was important with a mean score of 3.77.

A head teacher should have the capability to understand the students' social backgrounds so that he can better treat each student fairly and with due respect. The above table shows that fr= 2 and 1.290% of respondents strongly disagreed, fr= 15 and 9.677% of respondents disagreed, fr= 15 and 9.677% of respondents remained undecided, fr= 105 and 67.741% of respondents agreed and fr= 18 and 11.612% of respondents strongly agreed with the statement that being practical in Fair, respectful treatment and understanding of each student's culture and the context in the school was important with a mean score of 3.78.

The current era is known as technological competence in each field of life. A head teacher also needs to be able to use technology in the schools and also encourage those who are eager to use it in their schools. The above table shows that fr= 3 and 1.935% of respondents strongly disagreed, fr= 13 and 8.387% of respondents disagreed, fr= 14 and 9.032% of respondents remained undecided, fr= 107 and 69.032% of respondents agreed and fr= 18 and 11.612% of respondents strongly agreed with the statement that being practical in Promotion of effective use of technology in the teaching and learning in the school in the school was important with a mean score of 3.8.

A headteacher should also be able to help and facilitate his/ her staff by providing professional development to their staff. The above table shows that fr= 4 and 2.580% of respondents strongly disagreed, fr= 7 and 4.516% of respondents disagreed, fr= 15 and 9.677% of respondents remained undecided, fr= 104 and 67.096% of respondents agreed and fr= 25 and 16.129% of

respondents strongly agreed with the statement that is practical in the professional development of teachers and staff in the school was important with a mean score of 3.89.

The school environment plays a vital role in healthy academic activities. The above table shows that fr= 3 and 1.935% of respondents strongly disagreed, fr= 10 and 6.451% of respondents disagreed, fr= 17 and 10.967% of respondents remained undecided, fr= 101 and 65.161% of respondents agreed and fr= 24 and 15.483% of respondents strongly agreed with the statement that being practical in the maintenance of a safe, caring, and healthy school environment in the school was important with a mean score of 3.85.

A good head teacher shares responsibilities with the teachers. He provides opportunities for the staff to be the leaders for the school and their students. The above table shows that fr= 3 and 1.935% of respondents strongly disagreed, fr= 8 and 5.161% of respondents disagreed, fr= 9 and 5.806% of respondents remained undecided, fr=111 and 71.612% of respondents agreed and fr= 24 and 15.483% of respondents strongly agreed with the statement that being practical in empowering teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of students and school in the school was important with a mean score of 3.93.

Using student data for future planning is another important aspect of leadership qualities. The above table shows that fr= 5 and 3.225% of respondents strongly disagreed, fr= 12 and 7.741% of respondents disagreed, fr= 10 and 6.451% of respondents remained undecided, fr= 107 and 69.032% of respondents agreed and fr= 21 and 13.548% of respondents strongly agreed with the statement that being practical in the continuous engagement of stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvements in the school was important with a mean score of 3.81.

The human resource is related to the teachers, students, parents, and other stakeholders. A good head teacher effectively uses all these resources. The above table shows that fr= 1, and 1.29% of respondents strongly disagreed, fr=9, and 6.419% of respondents disagreed, fr=99, and 63.23% of respondents remained undecided fr= 19, and 11.612% of respondents agreed and fr= 19, and

.11.61% of respondents strongly agreed with the statement that having managing human resources in the school was important with a mean score of 3.77.

Financial management is related to the proper use of available finances in the account of the school. For a head teacher it the importance to use that amount properly for the betterment of the school and students. The above table shows that fr=4, and 2.58% of respondents strongly disagreed, fr=13, and 8.39.% of respondents disagreed fr=30, and 19.35.% of respondents remained undecided fr=74, and 47.74% of respondents agreed and fr= 34, and 21. 94% of respondents strongly agreed with the statement that managing financial resources in the school was important with a mean score of 3.62.

A good head teacher also makes sure that the classes and the furniture available in the classrooms and other rooms are effectively used. The above table shows that fr= 5 and 3.87% of respondents strongly disagreed, fr=12, and 8.39% of respondents disagreed, fr=28, and 17.42% of respondents remained undecided fr=85, and 54.84% of respondents agreed and fr=25, and 15.48% of respondents strongly agreed with the statement that having managing material resources in the school was important with a mean score of 3.72.

An instructional head teacher properly visits classes, notes down the disturbing students, and the weaknesses in the pedagogy, and properly pay attention to its proper solutions. The above table shows that fr=5, and 3.87% of respondents strongly disagreed, fr=14, and 8.39% of respondents disagreed, fr=27, and 17.42% of respondents remained undecided fr= 84, and 54.84% of respondents agreed and fr=25, and 15.48% of respondents strongly agreed with the statement that having instructional instructions in the class in the school was important with a mean score of 3.58.

The results regarding research question one were inferred from the available literature and inferred constructs haven given in the table above.

The results regarding the current leadership performance practices range close to agreed but still slightly diverted towards the disagreement, whereas the results regarding the current managerial leadership performance of research question three are a bit weaker than the research question two but yet well skewed towards the agreement. The consolidated results show that the headteacher.

### **Conclusion and Recommendations**

The results in the areas of such as being vision, mission and values being practical in Emotional intelligence, responsiveness, flexibility, and personal wellbeing in the school leadership and management in the school being practical in Fair, respectful treatment and understanding of each student's culture and context in the school being practical in promotion of effective use of technology in the teaching and learning in the school in the school being practical in professional development of teachers and staff in the school being practical in maintenance of a safe, caring, and healthy school environment in the school being practical in Empowering teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of students and school being practical in Continuous engagement of stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvements in the school that managing human resources in the school was important with mean score ranged above 3.75 were better than the other areas of leadership performance of headteachers in the secondary and higher secondary level in Shaheed Benazirabad division.

Whereas the results in the areas such as; that having Effective utilization of school resources in the school that having Innovative actions that having Current knowledge of pedagogy and instructions and assessment in the school that is practical in the application of knowledge and understanding of current developments in education to improve the academic performance in the school that having Managing Financial resources that having Managing Material resources that having Instructional instructions in the class in the school were moderately performed in the secondary and higher secondary schools of Shaheed Benazirabad Division and the mean score range in between 3.5 to 3.74

Whereas the areas such as that having used contemporary leadership theories and practices in the school and having an understanding of curriculum implementation practices in the school were poorly performed in the secondary and lower secondary schools of Shaheed Benazirabad Division, and the mean score remained below 3.49

In the light of findings and conclusion of the research study, it is recommended that time-to-time short training sessions may be arranged at local levels to make aware of the headteachers regarding better utilization of resources such as financial and material resources.

It is also recommended that for current knowledge of contemporary theories and pedagogical practices the training manuals should include the latest research in school education.

The transformation of knowledge is also important in such sessions, the headteachers need to be made aware of techniques for transferring knowledge to the novice teachers or the teachers who need any instructional assistance.

It is also recommended that the headteachers be made aware of the performance practices of school leaders and such constructs regarding leadership, management and administration may be included in the training session manuals.

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