

Relationship between High School Heads' Managerial Behavior and Teachers' Job Performance in District Dera Ismail Khan

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Abstract- The study aimed to investigate the relationship and the corresponding effect of high school heads' managerial behavior and teachers' job performance in public high schools of district DIKhan. In the light of objectives, two hypotheses were framed and tested. The survey research design was adopted for the study. The population of the study comprised of all Secondary School Teachers working in various public high schools of district DI Khan. From the entire population, 119 Secondary School teachers (74 males and 45 females) was selected randomly as sample for the study. Two different tools were used namely Principals' Managerial Behavior Questionnaire (PMBQ) and Teachers' Job Performance Questionnaire (TJPQ), after finding validity and reliability for the purpose of data collection from the stakeholders. After collection of data analysis was done using SPSS Version 25.0 Pearson Product Moment Correlation and regression statistics were used at 0.05 level of significance. The result of the study revealed that Principals' Managerial Behavior and Teachers' Job Performance have very strong positive correlation with each other. Principals' Managerial Behavior is a significant predictor of Teachers' Job Performance. Based on these results, it was recommended that high school heads may adopt appropriate managerial behavior to lift teachers' high job performance.

Keywords: Managerial Behavior, Leadership, Job Performance

I. INTRODUCTION

A leader plays central role in any organization. The success of an institution depends on how its leader uses his/her authority. School leader has to keep balance among varying interests. Leader needs to have good relationship with teachers to ensure their good performance. Relationship between leader and teacher is inevitable for getting the desired objectives (Barth, 2001).

Teachers play central role in ensuring school's performance which increases or decreases due to different internal and external factors (Cole, 2008). Teachers need to be motivated and supported by the principal to perform their duty effectively. If teachers have good relationship with their school head and are given handsome salaries and are given due share in the decision-making process of school, it will bring considerable improvement in teachers' performance. Performance is an important factor which determines the work quality of teachers in schools. The quality of leadership enhances teachers' performance and classroom teaching (Muijs & Harris 2003).

The position of a leader (principal) is very important in an educational institution while his or her behavior has been acknowledged as one of the key factors persuading the teachers towards productivity (Mbon, 2017). The entire educational process and its productivity are influenced by teacher's job performance (Iqbal, 2018). Effective teaching, classroom discipline, controlling disruptive students and motivation are few of the facets of teachers' job performance (Jibola & Manga, 2015).

Principal's behavior in understanding the problems faced by the teachers inside and outside the school and taking keen interest in solving the problems not only affects their job performance but reduces their job stress as well. The better principals' managerial behavior causes the higher level of teachers' job performance and reduces job related stresses. The life in a school is getting more and more complex with every coming day, so the managerial role may be given focus to attain the set goals. Effective managerial behavior of head teachers is the internal driver for school improvement and positive change through excellent work and teaching done by teachers (Hopkins, 2013).

Leadership by school heads means to encourage colleagues to bring change, support them to teach effectively and help them to show good results through improved educational atmosphere by matchless and exemplary managerial behaviors. The success of teachers, students and schools depend on the visionary managerial behaviors of school heads-leaders. They focus on shaping curriculum according to the needs; designing staff professional development programs; setting promotion and retention policies,

evaluating staff performance in democratic atmosphere and developing good relationship with all the staff to take schools at highest pedestal in the arena of education (Barnett & McCormick 2004)

Statement of the problem:

Non-satisfactory job performance of Secondary School Teachers issue across Pakistan has been a long-standing problem. It has received concern of government and other stakeholders as well. Many studies had been conducted with good recommendations. The present Government has intensified school supervision, increased the professional development of school teachers, employed and trained more teachers, built and renovated structures in public schools to solve the concerned problem but this undesirable trend has not been removed. Its attendant effect is quite obvious in the poor performance of students and high rate of failures in secondary school students in BISEs examinations. Considering the need for effective teachers' job performance in the school system, it is appropriate to raise the question; "to what extent does high school heads' managerial behavior relate to and effect teachers' job performance in public high schools in district Dera Ismail Khan".

Objectives of the study:

1. To find out the relationship between high school heads' managerial behavior and teachers' job performance in district Dera Ismail Khan.
2. To find the effect of high school heads' managerial behavior and teachers' job performance in district Dera Ismail Khan.

Research Hypothesis:

H₀₁: There is no significant relationship between high school heads' managerial behavior and teachers' job performance in district Dera Ismail Khan.

H₀₂: There is no significant effect of high school heads' managerial behavior and teachers' job performance in district Dera Ismail Khan.

Limitations and delimitations of the study: Two researcher made tools namely "Principals' Managerial Behavior Questionnaire-PMBQ" and "Teachers' Job Performance Questionnaire-TJPQ" were used to collect data from SSTs. The study was delimited to the SST teachers appointed in public high schools of district Dera Ismail Khan.

Significance of the study: The findings of the study will be helpful for teachers as well as school leaders and also policy makers to understand leaders' managerial behavior and to know its effect on teachers' job performance. The true measures in this regard will certainly improve teaching-learning process.

II. RESEARCH METHODOLOGY

The study was descriptive as well as correlational in nature. The main reason for applying correlation is to find the connectivity between different variables in the research (Sekaren, 2003). The population of the study consisted of all 498 SSTs posted at various Government High Schools of district DIKhan. 119 male and female SSTs from rural and urban areas of district DI Khan were selected through simple and stratified random sampling techniques.

The only dependent variable of study was "Teachers' Job Performance" whereas "Principals' Managerial Behavior" was the independent variable of the study. Locality and Gender of SSTs were selected as demographic variables.

For reliability analysis, Cronbach's Alpha was used. The Cronbach's alpha value for Principals' Managerial Behavior and Teachers' Job Performance Scales were recorded 0.965 and 0.933 respectively. The data gathered from SSTs was analyzed through descriptive Statistics i.e., percentage, means, standard deviation, correlation and single regression analysis. Population, Sample and Sampling Technique: The population of the study consisted of 498 SSTs (310 males and 188 females). Multi stage Sampling was used. At First Stage, Stratified Random sampling technique was used. For this purpose, the whole sample was divided into two Strata, stratum one consisted of rural high schools while stratum two consisted of urban high schools. At second Stage, proportional allocation sampling technique was used. As a result of these sampling procedures, 119 Secondary School teachers (74 males and 45 females) were selected as sample for the study.

Data Collection Procedure: The data was collected from the selected SSTs using two researcher made questionnaires i.e., Principal’s Managerial Behavior Description Questionnaire and Teachers’ Job Performance Questionnaire.

III. ANALYSIS AND RESULTS

Table 1: Showing Percentage of SSTs on the basis of gender and locality.

Demographics	Categories	N	Percentage
Gender	Male	86	79.6%
	Female	22	20.4%
Locality	Urban	87	80.6%
	Rural	21	19.4%

Table 1 shows that 20.4% SSTs were male while 79.6% SSTs were female. Further table shows that 80.6% SSTs were posted in rural areas while 19.4% SSTs were posted in urban areas of district DIKhan.

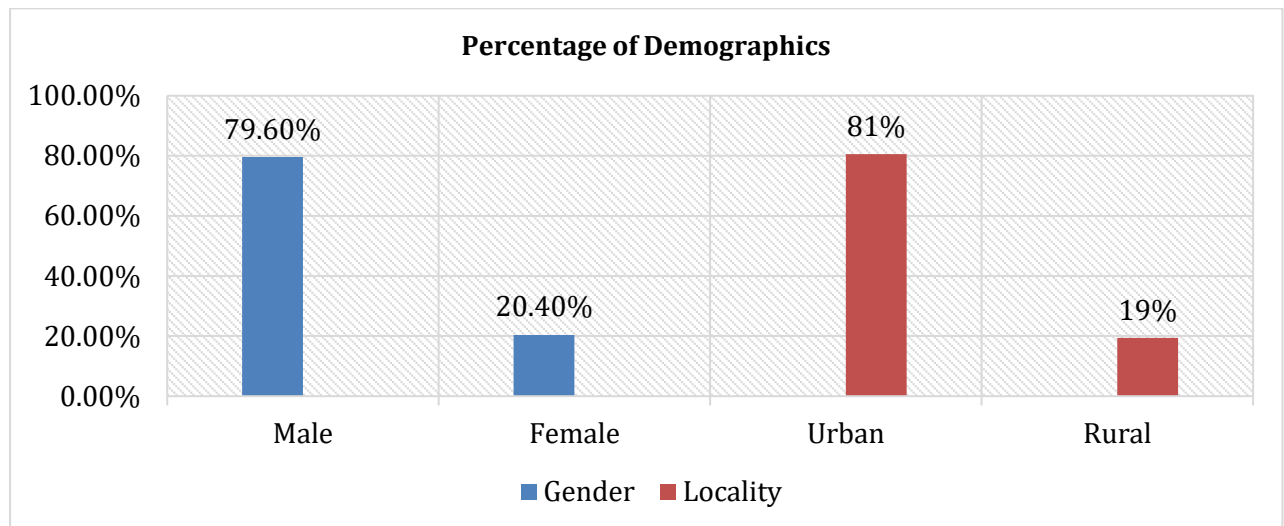


Figure 1: Showing percentage of SSTs on gender and locality basis

Table 2: Showing descriptive statistics and Pearson Correlation analysis between Principal’s Managerial Behavior and Teacher’s Job Performance.

Correlations

Variable	N	Mean	SD		MPMB	MTJP
MPMB	108	2.5853	1.01241	Pearson Correlation	1	.988**
				Sig. (2-tailed)		.000
				N	108	108
MTJP	108	2.2116	.82065	Pearson Correlation	.988**	1
				Sig. (2-tailed)	.000	
				N	108	108

** . Correlation is significant at the 0.01 level (2-tailed)

Table 2 shows that the mean and SD of Principal’s Managerial Behavior scale was recorded as 2.5853 and 1.0124 respectively; while the mean and SD of Teacher’s Job Performance scale were found 2.2116 and .82065 respectively.

Further, the Pearson correlation moment between Principal’s Managerial Behavior and Teacher’s Job Performance was found positive, significant, and very strong i.e., $r=.988$ and $p=.000<.01$. This means that when there is increase in Principal’s Managerial Behavior then there is also increase in Teacher’s Job

Performance and vice versa. Thus hypothesis H₀₁ stating significant relationship between high school heads' managerial behavior and teachers' job performance in district Dera Ismail Khan is hereby accepted.

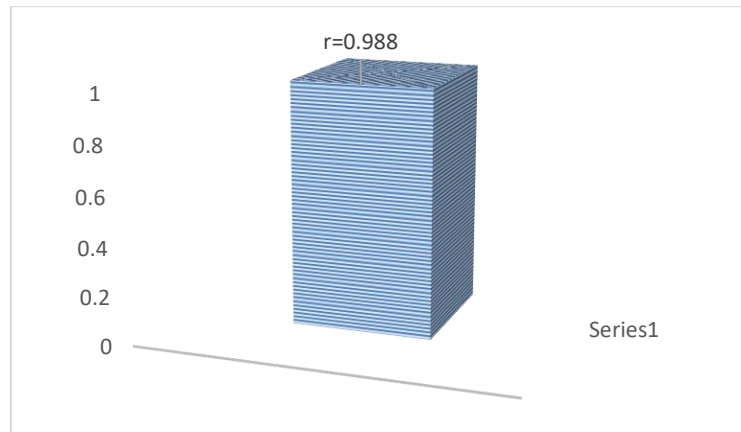


Figure 2: Showing Pearson correlation moment between Principal's Managerial Behavior and Teacher's Job Performance.

Regression

Table 3: Showing effect of Principal's Managerial Behavior and Teacher's Job Performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.988 ^a	.976	.975	.12857

a. Predictors: (Constant), MPMB

For SSTs, concerning their Job Performance, shows variance upon burnout i.e. $R^2 = 0.975$, it means that Teacher's Job Performance shows 97.5% variance upon Principal's Managerial Behavior. Adjusted $R^2 = 0.203$.

Table 3a. Results of regression ANOVA for the predicted variable.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.309	1	70.309	4253.239	.000 ^b
	Residual	1.752	106	.017		
	Total	72.062	107			

a. Dependent Variable: MTJP1

b. Predictors: (Constant), MPMB

In the above table, model fitness is given. It is represented by $F = 4253.239$, $p = .000$. Overall model is found fit.

Table 3b. Unstandardized and standardized beta coefficients and t-values obtained through stepwise multiple regression conducted for Burnout and Social Success.

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.142	.034		4.158	.000		
	MPMB	.801	.012	.988	65.217	.000	1.000	1.000

a. Dependent Variable: MTJP1

In the above table beta values are given. Beta value for Teacher's Job Performance upon Leadership's Managerial Behavior is $\beta = .988$, $p = .000$, it means that one percent change/ increase in Leadership's Managerial Behavior would bring 98.8% increase in Teacher's Job Performance. Multi-collinearity is not an issue in this case as all the values of tolerance and VIF are in the specified range (Hair, Anderson, Tatham, & Black, 1995). Thus, hypothesis H₀₂ stating significant effect of high school heads' managerial behavior upon teachers' job performance in district Dera Ismail Khan is hereby accepted.

IV. DISCUSSIONS AND FINDINGS

Data analysis shows that, for Principal's Managerial Behavior and Teacher's Job Performance, $r = .988$ and $p = .000 < .01$ showing positive and significant, but very strong correlation between these two variables. This means that when there is increase in Principal's Managerial Behavior then there is increase in Teacher's Job Performance and vice versa. The study is in agreement with the studies conducted by Vacchio, Justin, Pearce (2008); Biswas (2009); Cerit (2010); Jibola & Manga (2015) and Chen, Cheng, & Sato (2017) who found that principals' leadership behaviors are related to teachers' job performance.

From the data analysis, it is also clear that $R^2 = 0.975$, it means that Teacher's Job Performance shows 97.5% variance upon Principal's Managerial Behavior. The value of adjusted $R^2 = 0.203$. Beta value for Teacher's Job Performance upon Leadership's Managerial Behavior is $\beta = .988$, $p = .000$, it means that one percent change/ increase in Leadership's Managerial Behavior brings 98.8% increase in Teacher's Job Performance.

V. CONCLUSIONS:

Principal's Managerial Behavior is strongly related and is a significant predictor of Teacher's Job Performance.

VI. RECOMMENDATIONS:

On the basis of conclusions, following recommendations are made:

1. High school heads may ensure good managerial behaviors in their schools.
2. High school heads may use all the channels of communication in their schools for sufficient propagation of information to teachers.

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