
Psychodynamics in Pedagogic Leadership Practices and Professional Performance of Public School Teachers: Evidence from Karachi

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ABSTRACT

Pedagogic leadership is the most operational tool of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. The purpose of the study is to evaluate the pedagogic leadership practices and public school teachers' performance in secondary schools of District East Karachi. The study employed descriptive research design. The study was carried out with n =28 secondary schools of District East. A random sample of 283 individuals participated in the current study employing a simple random sampling technique. Questionnaire and interview were the main instruments of data collection. Principal's leadership practices and teachers' performance were independent and dependent variables. The questionnaires on conflict management, decision making, communication, and delegation of duties were used to describe the principal's pedagogic leadership practices. While lesson plan, assessing students, and involvement in co-curricular activities of teachers determined teacher's performance. The analysis of the data was carried out by using descriptive analysis, one-way ANOVA, Pearson correlation and multivariate regression analysis. The finding indicates that there is a significant positive relationship between pedagogic leadership styles and public school teachers' performance. Co-efficient were also statistically significant with a p-value < 0.05. It was also found that delegation of duties was positively correlated with lesson planning, a negative correlation with assessment of students, and a positive correlation with co-curricular activities at 0.05 level of significance. The findings revealed that the democratic style was the most practiced leadership style. The teachers' performance was found to be moderate. The study concludes that pedagogic leadership practices have significant effects on conflict management, decision-making, communication, and delegation of duties. Based on the findings by interview, it is recommended that the principals need a mixture of autocratic and democratic styles of pedagogic leadership. While impartiality in resolving conflict, shared decision-making maintains communication

between teachers and principals, and fair distribution of duties can significantly enhance the performance of public school teachers.

Keywords: Pedagogic Leadership, Leadership Practices, School Leader, Teachers' Performance, Public Secondary Schools

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INTRODUCTION

Background of Study Pedagogic leadership concept remains broad in terms of numerous types, styles, and theories. The old concept of leadership has paved the way for an instructional leadership style that has been mostly followed traditionally. It has inflated and elevated expectations from teachers and the students of schools for better performance. School heads are traditionally exercising their duties as supervisors of teaching and learning methods for evaluation because of monitoring and assessment of student progress, which has helped to build a positive working environment (Marks & Printy, Murphy 2003, 1990). Heck and Hallinger (2014) described that pedagogic leadership is increasing the capacity of schools for improving teachers' performance. According to Goddard et al. (2015), old style leadership practice had strengthened teachers' performance, focused on improving working for educational atmosphere and collaboration of teachers. School heads may have bridged the structural gaps for the effectiveness of the school to next level of collective efficiency, but it has lack of specific outcomes and misunderstanding of leadership.

School heads are often found trapped in solving management and administration puzzles which distract and hinder all their potential to play a role as instructional leaders. "School heads must renovate their practices from administrative to contributory prominence."(Barnes et al., 2010). They need to innovate and modify their leadership by absorbing accepting concepts of unique styles to shape up an administrative persona with a unique style. Pedagogic leadership is based on constructing cordial relationship of heads with their subordinates. Leadership is based on relationships; it builds on a strong relationship with leaders and subordinates. Many scholars debate the role of the school head as a leader. Waters & McNutty (2003) introduced the term instructional leadership. In 1980s, early reform took place in instructional leadership behaviors because in the 80s, the school heads played an administrative role and managerial behavior and expected to achieve the desired goal (Marks & Printy, 2003). The school heads are playing a remarkable role in improving teachers' performance in school by their effective pedagogic leadership styles. The question is how the school head as a leader engages the teachers to meet the desired goals of betterment for the school. The under-research question is why school heads employ conventional practices of leadership in public schools. In government schools of Karachi, the school head seem to have caged themselves in the role of a strict administrator. Another study also reveals that visionary management leadership proves to create a positive influence on organizational commitment and job satisfaction (Top et al., 2015). In-charge heads lack awareness of leadership concepts and styles, head stuck in self-declared style, and are not interested in school administration, they pour down all administrative commands to their incompetent self-made in charges.

Statement of the Problem

It has been commonly observed that school principals allow their favorite people to teach subjects at their own request. They ignore the subject-wise need of students who has neither interest nor ability to teach this subject. The curricular and co-curricular activities at the school

become frozen. Divergence hurdles in reforms in school improvement plans lead to bad progress. School administrators do not properly address these conflicts of disagreements between teachers and administration block at the school because they are unfamiliar with the principles of conflict management. Some of the most contentious in the public schools are disputes that are at the forefront, with the first number being favoritism. School heads are treated exceptionally with their favorite teachers, while all odds are with the opposing group. Discrimination in staff creates gaps, blocks of teachers against each other is an unacceptable scenario. In this context, the researcher has laid the foundation for his study of why progress is not seen in public schools. The root cause of eruptions of constant conflicts in public schools is selected based on favoritism, deserving persons are neglected and their skills and educational creativity are set aside and often deliberately ignored by the heads. Selection criteria of in-charge are enveloped, how the school in charge give benefit to the school heads on their own and by the teacher's and student's weakness. The school in charge is the only person that communicates with the school heads and the rest of the staff is restricted to communicate with the school heads directly. All school-related administrative decisions are taken by the coordination of school heads or In-charge and a few teachers of the dominant group. Delegation of duties is very improper; they do not give the fair part of administrative responsibilities to deserving teachers and the school timetable is often fabricated to suit some teachers.

The present structure of education in Pakistan is the primary, middle, secondary, higher secondary, and higher education. The research study is based on secondary education schools (IX to X). They are governed by rules and regulations that are decided by the Government of Sindh. It is a very significant field of the entire Pakistani education system. Education and Literacy Department in Sindh does not give any training when they are posted as a head of schools. That is the main reason the performance of most public schools has been deteriorating. Education and Literacy Department has brought a lot of reforms trying to make things better in schools, but still does not look up to the leadership practices. It is observed that in government school's hierarchy, the school headmaster or headmistress are the leader, administrator, and manager. They perform all duties, and all the school system depends on it. Most of the school heads do not have leadership knowledge or administrative skills. It is necessary to counter these problems and find out the reasons and ways to improve them. An effective leader should have aptitude in all of these areas, but when people talk about leadership effectiveness, they usually are discussing their ability to inspire the team. In-service training of instructional leadership for head teacher to improve balanced instructional leadership, for best academic performance (Muasya, Mutuku, W. FelicitaNjuguna, Martin Ogola, 2017).

Purposes of the Study

The general objective was to evaluate the effectiveness of leadership practices of school heads and teachers' performance in public secondary schools of District East Karachi. The study was mainly focused on the following objectives:

- To find if there is any significant relationship between pedagogic leadership practices of school heads and the teacher's performance in public secondary schools
- To determine the leadership practices used by school heads for the teachers
- To investigate the reasons for conflicts between school heads and teachers

Research Questions

- Is there any significant relationship between school heads' leadership types and the teacher's performance in public secondary schools in Karachi?
- How does pedagogic leadership styles of school heads affect teachers' performance?

- What is the relationship between the school heads' communications and delegation of duties and teacher's performance?

Research Hypotheses

H01: There is no significant relationship between the school heads' pedagogic leadership style and the teachers' performance in secondary schools.

H02: There is no significant relationship between the styles of pedagogic leadership practices of school heads and teachers' performance.

H03: There is no significant relationship between the school heads' conflict management strategies and the level of teachers' performances.

H04: There is no significant relationship between the school heads' communication skills and teachers' performance.

Significance of the Study

The study can improve public secondary school plans and design a school improvement process to guide their work. It can also help to advance knowledge in the field of educational leadership practices. The study is expected to support student-teachers as they are eager to become effective school leaders. In addition, the research is likely to be a steppingstone for those individuals interested in undertaking further study in the future. The study explores how school heads bring about significant improvements in schools overcoming the school's contextual challenges. The findings of this study will provide a roadmap for the heads of public schools to address these challenges to successfully lead their schools through challenging situations. The study findings reveal that the school heads used various leadership strategies to improve leadership practices. The findings of this study may be useful in improving the style of leadership of the school principal and their effects on teacher achievement.

Theoretical Framework

The theoretical background of this research is made on path goal theory of House (1968). Academic leaders use different leadership styles in their pedagogic practices consistent with the situations with subordinates. Researchers were set to review the leadership types and styles on teacher's performance and determine how leaders perceived these styles to the subordinate for communication, deciding, conflict management and assigning the duties. Path Goal Theory defines how leaders communicate with subordinates. The idea describes how pedagogic leaders help their subordinates for achievement of desired goals by providing specific path to follow the directions.

House (1968) theory is an amazing concept of effectiveness of leaders in managerial science quarterly, 1971. The concept of theory identifies the consequences of a leader's behavior on subordinate performance (House 1996). The model states that the heads act as a facilitator of the learning process and adopt the proper attitude of motivating the teachers for learning by removing all obstacles and hesitation to make a learning and peaceful working environment. It assumes that if faculty heads are flexible, they can change their style as the situation they require.

Path Goal Theory was developed by Evans and House. The idea states an honest leader increase subordinate's performance by setting goals clarify path with the subordinate. House (1968) specifies theory enlightening the teachers work performance that's improving objectives. The leader organizes transparent pathway. When the teachers inspired than they consent leader's behavior for successfully accomplishment. The performance of heads improves teachers work

and performance by administering, directing, rewarding, communication, assigning duties and taking decisions related school heads and teachers. The abilities of staff of school are strong, thereby increasing their job efficiency by doing these things. The researcher claims the path-goal principle proposed by House (1968) allows heads to engage teachers for taking right decisions, dispute resolution, staff coordination and effective teacher allocation of duties. It helps boost teacher efficiency in schools of government boy's secondary school of district east.

A literature review includes that contextual awareness plays a key role in leadership performance (Dimmock & Walker, 2004). Having regard to these evidences, some empirical studies have been carried out in Pakistan on basic reforms of the history and professional development of educational leaders (Khan, 2010; Khaki, 2010; Shafa, 2011). But the most of these studies were conducted in Punjab and Gilgit Baltistan. Sindh has been most neglected part in this context. Therefore, the object of this study is to examine the effectiveness of a leadership of public secondary schools in Karachi.

Review of Literature

Jago (1982) describes leadership perspective within the leaders essentially having the ability to inspire and steel oneself against the subordinates by their ideas and moral support. School heads are the inspiration for teachers and directors of all activities. Hargreaves (1989 & 2003) states there is no ambiguity that instructors themselves select heads who are sincere, communicative, contributing, shared informal, dependable, hard, and sensible in their possibilities with an unobstructed vision for the institution. All education institutions operated by heads create a critical contribution to efficiency among staff. Experts describe that powerful heads (leaders) are impenetrable, running along with coworkers", regarding their instructors' independence, shielding inessential needs, expressing beforehand expected alternate and making people embrace change.

Lashway (2003) states that the character of principal is promptly changing from simple to complex to supply better results. An efficient principal has the capacity to enhance the achievements of students by accepting the sensible aspects of learning. (Waters, Marzan, & McNutty 2003). The foremost important thing of management is the capability to expand a vision (Bennis, Sprietzer, Cummings 2001).

House and Mitchell (1974) characterized four sorts of pioneer's conduct. Ordering, Supportive, Participative and Achieving. They're upheld two elements which are expressed by an Ohio State University. Order conduct depends on structure like errand arranging, planning, and seeing that undertaking is consummation time or not. Strong participative and accomplishment arranged bolster the thought of relationship, regard, conduct, trust, and inspiration. Leadership practices of heads refers to how they influence conflict including instructors in choosing the manner in which they convey and the manner in which they delegate the obligations to the educators. It is conjectured to assess educator execution in Government Boys Secondary Schools of District East Karachi. Contribution in dynamic indicates to a training of school's heads and educators jointly discuss responsive track of the connotation Okumbe, (1998). Webster (2002) characterizes the participatory authority style as the way dynamics include singular interest. While Chandan (1987) affirms characteristics that require careful planning and execution.

House (1968) theory specifies that the school heads and subordinates ought to include themselves in the learning team. Wilkinson (1999) is of the opinion that school head additionally acknowledge that participative leadership and this maybe an opportunity of to explore to work contentment. Shaw (2007) says participation in decision-making is an example of a specific position. Many managers believe that employee involvement in decision-making

will improve the efficiency that the institution decides (Collins et al., 1989). Teachers should be interested in decision-making. Short et al. (1991) explains the damage of faculty heads promoting participation in decision taking. This environment allows teachers to take on new concepts and methods. Ezeuwa, (2005) supports the incontrovertible argument that when people become a decision-making community, here is a larger capacity for the countenance of thoughts and opinions.

In addition, Somech et.al (2009) explains "participatory administration has the ability to stability managers' participation and decision-making, or problem-solving efforts. In the same way, Oduro, (2004) believes that one person's experience is difficult to solve problems by consultation. Parnell (2010), however, argue that in some cases participatory works, administrator selection reflects their abilities, skills and experience. Shennu, (2010) confirms that time is one of the weakest solutions to participative leadership. In reality, participatory management motivates the staff by accepting their feedback, which can definitely have a positive influence on the growth of the teamwork and teachers. Armstrong and Baron (1998) are quite veiled on the notion of communication in authority. They tried to explain how it is used, worked and concentrated on its meaning along these lines. We contend data transmitted to members in kind of alerts, meetings, and calls to improve their show. Such thoughts are reinforced by Handy (1996) who communicated that it is crucial for schools to talk about what someone can do. Armstrong (2003) discusses the upsides of communications in the initiative process as derived from an analysis.

Maicibi (2005) explained that delegation is that a school head's cycle splits his overall workload and gives subordinates a part of it. He has established that successful delegation to work output is efficient, empowering, and developments. The style of leadership is a laissez-faire. In his research on delegation and impact on secondary school management, Okumu (2006) acknowledged that successful delegation has positive effects on secondary school management in terms of motivation, engagement, satisfaction, discipline and overall enhancement in teacher act and faculty organization.

Research Methodology

This section discusses the methodological aspects which include the research design, research method, population, sample size and sample techniques, data collecting instruments, data analysis, interpretation and ethical consideration. Descriptive survey design by incorporating both quantitative and qualitative methods was used to examine the performance of school head's leadership types, style, and teacher's performance. Mostly because it allowed the researcher to gather and explain broad types of data correlated with the performance of teachers' and leadership practices. As Kumer (1999) argued, the concise form of study is explained situations in control. Most researchers have accepted that the descriptive survey style is suitable for the collection of multiple data types across a wide range to achieve the study's goals. Within the same line of thinking, Best and Kahn (2003) argued that descriptive design is concerned with situations or standard level of performance, the views held, the processes taking place, the possible effects or the trends emerging.

The research combined mixed methods, with stronger focus on quantitative tools by close-ended questions. The main leadership types and style on teacher performance in boys' secondary schools may be better defined by obtaining wide quantitative data in an organized, standardized, and prime consideration. In contrast, in the analysis, the qualitative approach has been combined with knowledge obtained from interviews by open-ended questions and hence several more and demonstrate the quantitative information. Therefore, the attitude was recommended on the basis that from the study of heads and teachers, the effects of school leadership activities were better described. To explore the practices of leadership and the

performance of teachers, questionnaire for the teachers and interview of the school heads were used.

The Site of Study

Karachi is a metropolitan city and an administrative district of Sindh Province. Karachi city is officially divided into five districts, which are further sub-divided into eighteen towns. East, West, South, Central and Malir are the districts under the supervision of city district government Karachi. The population of study contains District East Boys' Secondary Schools of Karachi. In district east. There are two towns, one is Jamshed Town and other is Gulshan-e-Iqbal town. Schools have various levels: primary, middle, elementary, secondary, and higher secondary. The population of study is limited by Boys' Secondary Schools of District East Karachi. There are 28 boy's secondary schools. 20 schools in morning shift and eight are in afternoon shift. There are 612 teachers including male and females. 234 males while 378 females' teachers are working in boy's secondary schools of District East Karachi.

Population and Sampling

Population and sample school determinations are based on SEMIS Census East Karachi. According to this list, there are 28 secondary schools for boys in District East Karachi: The research was done in all twenty-eight (28) secondary boys school teachers (612) and heads (28) and (08) in-charge heads included in the secondary schools of the district east. Teachers and principals were included in the analysis (648 in total). To collect appropriate and accurate information on teachers' performance and leadership practices, teachers were selected using simple random sampling and selected 36 school leaders using convenience sample technique. It is mentioned above, there were all 28 boys' schools of district east selected. 36 school leaders (28 heads of school and 08 heads of in-charge) and 247 teachers. To examine the sample size of teachers, the formula of Paler-Calmorin was used for simple random sampling. Hence it was done by dividing the targeted sample teachers (247) with the total number of teachers in the sample secondary schools (612) and multiplied by total number of teachers' in each school.

Instrument of Collection of Data

To accumulate the necessary data from samples, two kinds of information gathering instruments were utilized. The leadership styles influencing teachers' success were independent variables while the teachers' work performance was the dependent variables. The path-goal leadership questionnaire and the self-designed questionnaire were used in conjunction to assess job performance to achieve the research goals and to resolve the stated research problem. This is because it is beneficial to provide a clear summary and to gather relevant data from many research subjects in a limited time. In addition, it makes a time and cost economy conceivable and gives a prominent level of usable reaction (Best and Kahn, 2003). The questionnaires were set up in English and converted into Urdu language for the convenience of the respondents. There were two parts of questionnaires: the first section of the questionnaire explained demographic details of the respondents, which included gender, academic qualification, and professional teaching qualification, experience and job status. The second component contained the full potential impact of independent variables of the theory, participation of staff in conflict management, decision-taking, communication, and delegation of duties in terms of planning of lesson, assessment of student and motivation in co-curricular activities. The closed-ended items were prepared using five-option Likert scale.

Interview

Three main methods of collection of qualitative research data are reviews, interviews, and documentation (Patton, 2002:261). In this study, a semi-structured interview was conducted for school heads by the researcher. The interview consisted of eleven open-ended questions within

this study. Semi-structural interview was to gather information from (28) heads and (08) in-charges of schools. The semi-structured interview was also conducted with school principals.

Data Collection Procedure

Researchers collected all information related to sample schools by personal visit through a questionnaire for teachers. Moreover, semi-structured interviews were conducted for school heads.

Pilot Testing

A pilot study is an investigation completed earlier leading to the expected examination. It is additionally characterized as "a possibility study" just particular pre-testing of a specific exploration tool. Nevertheless, the significance of leading a preliminary study is just to expand chance of progress not to guarantee achievement. One of the substantial purposes of a pilot study is to distinguish conceivable issues for information assortment instruments, which empowers the researcher to re-examine the strategies and instruments ahead of time. Likewise, this assists with gathering of data before the fundamental examination to evaluate the validity of the tool. Pilot test was utilized for checking of reliability of questionnaire. The researcher had initial contact with the interviewees to explain the objective of the study. While conducting face-to-face interview of five principal as pilot test, the researchers used field notes and analyzed.

Validity and Reliability

The pre-test was conducted in five high schools on teachers and school principals to verify the validity and reliability of the testing instruments. After collected questionnaires, appropriate modification was done on five items and removal and replacement of five unanswered questions. Furthermore, the instrument's reliability was measured by means of the Cronbach alpha test. A reliability test was carried out to verify the accuracy and consistency of the measuring scales. Cronbach's alpha indicated an index of 0.852.

Method of Data Analysis

Data were stored and analyzed by using IBM-SPSS version 23.0. Sum with proportions were given for qualitative data sets, variance and mean were given for all quantitative parameters. Cronbach's α was used to test the reliability of questionnaire, a method analysis of variance was used to study the effect of leadership types and designs on teachers performance. Pearson correlation analysis was done to review the connection of leadership behavior and teachers' performance. Multivariate analysis was done to estimate the individual impact of teachers performance on leadership behavior. Qualitative data of interviews of school heads was analyzed by forming it into designs, groups and concluded explanation. Outcomes received from interview of faculty heads were also presented in descriptive statistics. After returning the questionnaires, important adaptation was done on five items and five unclear questions were removed or replaced. Furthermore, the reliability of the instrument was calculated by means of the Cronbach alpha. A reliability check was achieved to see the uniformity and precision of measuring scales. As Cronbach's alpha displays that the consequences are adequate (0.852), an identical concept is measured by indicating questions within each construct.

Hypothesis Testing

Table 1: Hypothesis Test 1

Teachers Performance	Leadership Types								p-value
	Autocratic		Democratic		Lassies Faire		Mixed		
	(n= 40)	(n=56)	(n=28)	(n=123)					
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Lesson Planning	3.46	0.56	3.54	0.37	2.58	0.44	3.44	0.70	<0.01*
Assessment of Students	2.03	0.37	2.08	0.25	1.83	0.32	1.97	0.39	0.02*
Co-curricular Activities	3.22	0.41	2.64	0.38	2.02	0.36	2.72	0.37	<0.01*

*p<0.05 was considered significant using One Way ANOVA

Table 1 explains that those pedagogic leaders who have autocratic leadership type had mean lesson planning scores of 3.46 ± 0.56 , under democratic leadership type the mean lesson planning was 3.54 ± 0.37 , those who followed lassies faire leadership type had a mean lesson planning scores of 2.58 ± 0.44 and those who had mixed leadership type had mean scores for lesson planning like 3.44 ± 0.70 . Test showed there was significant difference in the mean lesson planning scores of teachers with respect to leadership type with p-value less than 0.05. Similarly, who have autocratic leadership type had mean scores of assessments of students 2.03 ± 0.37 , under democratic leadership type the mean assessment of students was 2.08 ± 0.25 . Those who followed lassies faire leadership style had mean scores for assessment of students like 1.83 ± 0.32 and those who had mixed leadership type had mean scores for assessment of students as 1.97 ± 0.39 . Test showed there was significant difference in the mean scores of teachers for assessment of students with respect to leadership type with p-value less than 0.05.

Teachers who followed autocratic leadership had mean scores of co-curricular activities 3.22 ± 0.41 , under democratic leadership type the mean score of co-curricular activities was 2.64 ± 0.38 . Those teachers who followed lassies-faire leadership type had mean scores for co-curricular activities 2.02 ± 0.36 and those who had mixed leadership type had mean scores for co-curricular activities 2.72 ± 0.37 . It is evident that there was significant difference in the mean scores of co-curricular activities of teachers with respect to leadership type with p-value less than 0.05.

Table 2: Test of Hypothesis 2

Teachers Performance	Leadership Styles						p-value
	Directive(n=56)		Supportive (n=34)		Participative & Achievement Oriented (n=157)		
	Mean	SD	Mean	SD	Mean	SD	
Lesson Planning	3.95	0.42	3.55	0.59	3.12	0.59	<0.01*
Assessment of Students	1.86	0.28	2.07	0.42	2.02	0.35	<0.01*
Co-curricular Activities	2.71	0.31	3.33	0.27	2.57	0.47	<0.01*

*p<0.05 was considered significant using One Way ANOVA

Table 2 indicates that those who had directive leadership style had a mean lesson planning scores of 3.95 ± 0.42 . Under supportive leadership style, the mean of lesson planning was 2.07 ± 0.42 . Those who followed participative leadership style and achievements-oriented style had a mean lesson planning scores of 3.12 ± 0.59 . It is evident that there was significant difference in the mean lesson planning scores of teachers with respect to leadership style with

p-value less than 0.05. Similarly, those who had directive leadership style had a mean assessment of students' scores 1.86 ± 0.28 . Under supportive leadership style, the mean score for assessment of students was 2.07 ± 0.42 . Those who followed participative & achievements-oriented style had a mean scores for assessment of students as 2.02 ± 0.35 . It is evident that there was significant difference in the mean scores for assessment of students with respect to leadership style with p-value less than 0.05. Whereas those who had directive leadership style had a mean scores of co-curricular activities 2.71 ± 0.31 . Under supportive leadership style, the mean score of co-curricular activities was 3.33 ± 0.27 . Those teachers who followed participative & achievements-oriented style had mean scores for co-curricular activities 2.57 ± 0.47 . Test showed there was significant difference in the mean scores of co-curricular activities of teachers with respect to leadership style with p-value less than 0.05.

Table 3: Hypothesis Test 3

Variables		Conflict Management	Decision Making	Communication Strategies of School Heads	Delegation of Duties
Lesson Planning	r-value	0.299	0.341	0.379	0.496
	p-value	<0.01*	<0.01*	<0.01*	<0.01*
Assessment of Students	r-value	-0.288	-0.150	-0.274	0.184
	p-value	<0.01*	0.018*	<0.01*	<0.01*
Co-curricular Activities	r-value	-0.091	0.187	0.132	0.204*
	p-value	0.152	<0.01*	0.03*	<0.01*

*p<0.05 was considered significant for Correlation "r"

Table 3 gives the correlation analysis to study the relationship of heads' leadership behavior and teachers' performance. In the present study, conflict management yielded 29.9% positive correlation with lesson planning, 28.8% negative correlation with assessment of students, 9.1% negative correlation with co-curricular activities, both lesson planning and assessment of students gives significant correlation with conflict management. Decision making yielded 34.1% positive correlation with lesson planning, 15% negative correlation with assessment of students and 18.7% positive correlation with co-curricular activities. All these correlations were found statistically significant with p-value less than 0.05. Communication yielded 37.9% positive correlation with lesson planning, 27.4% negative correlation with assessment of students and 13.2% positive correlation with co-curricular activities. These correlations were also statistically significant with p-value less than 0.05. Finally, delegation of duties yielded 49.6% positive correlation with lesson planning, 18.4% negative correlation with assessment of students and 20.4% positive correlation with co-curricular activities. These correlations were found statistically significant with p-value less than 0.05.

Findings

School administration needs experience in administrative and academic activities with respect to their personnel. Professional learning of managerial skills and pedagogy should be provided for them. They will be preparing to encourage constructive engagement as parents and communities with stakeholders. They need to know how to establish a suitable working relationship with senior management, particularly at district level. This is why school heads would be better able to promote reform in their schools with a stronger awareness of their particular millennium priorities through which they work. There would be greater flexibility for effective professional development services in organizations. The isolated role of school leaders and pure professional development in these circumstances is not appropriate. Evidence shows that awareness of the staff and community through which a school head works plays an important role in making leadership practice and thereby improving the quality of education and performance of teachers.

Sindh government must overcome the problems facing school heads and provide them with more resources for leadership development in order to have a more positive effect on the re-establishment and standard of education leadership. First, the government needs to strengthen the administrative structure rather than redesign the functions of school leadership. School leadership will be improved through a structured career development process. This study corroborates the need to implement a robust monitoring and management framework and that, without such a framework, administrative reforms and career development cannot achieve needed results. Such a system may allow school heads and staff to make attitudes and actions more consistent with their schools' vision and mission.

Review of the literature indicates that private, religious and missionary schools have a strong and better accountability framework than public schools. It is clear that without establishing an effective and elegant methods for monitoring and accountability in Karachi, an effort to improve the effectiveness of school heads and the quality of education would be counterproductive, particularly at secondary schools. Furthermore, if such an arrangement is delayed further in establishing, it could produce very disastrous results not only for the standard of education, but also for the aggregate socio-economic development in Karachi. Being an Islamic state, it is essential that in Pakistan's education system, a culture of honesty and sincerity prevails.

Recommendations

In order to properly delegate duties, the heads of the secondary schools must understand the basic responsibilities and provisions of assigning them to instructors, they must provide additional training, refresher courses, seminars and workshops to both administrators and teachers in order to be well-trained in the new skills and knowledge desired to carry out the assigned academic activities. The study, however, suggested that instead of disabling effects of these program heads, they make their best efforts to meet the student' and parents' expectations. They must not integrate both autonomy and intervention into their leadership practice. They can use various approaches, such as efficient communication methods, conflict management and head- staff decision-making. One of the keys to good leadership is open communication. The bond of cooperation and collaboration between its members must be formed by the head of school. School heads ought to communicate with others in conversation. School heads need to involve followers in one-on-one discussions to address their specific issues. Such a strategy creates personal care and respect for staff in various leadership practices on the part of the head, particularly in decision making. This measure would increase institutional ownership amongst those employees.

School heads need to fulfill their commitments to ensure the confidence of their workers. They need to protect their workers and shield them from outside pressures. Hence, the current seniority-based selection policy for school heads may be repealed. Head teacher appointment may be based on five years of teaching experience with a degree in administration and management of education at the university. Appropriate individuals can be selected for leadership positions. Heads of schools in District East Karachi can play an important role in schools' change and innovation if their development of context-based leadership is taken seriously. Professional approaches must concentrate on these.

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