Perceptions of Teachers about Managerial Practices of School Heads: An Exploratory Study of Sargodha Division, Pakistan

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Abstract

The public school heads have been using diverse managerial practices. Such practices are affecting teachers' professional and psychological matters. Consequently, the public schools teachers are under stress and strain, and cannot meet the targets assigned by the school heads. The purpose of the study was to explore the school heads managerial practices in the public primary school of Sargodha division. The study was conducted using descriptive survey. Multistage sampling was used to select 806 teachers to participate in the study. Questionnaire with likert-type scale was used as research tool in collecting data from Public primary school teachers. The reliability of the questionnaire was computed after pilot testing applying Cronbach's Alpha (.90). The analysis of the quantitative data included percentage, mean, standard deviation, independent sample t-test and ANOVA. The results for this study show that school head frequently apply autocratic managerial practices. It is recommended that the Quaid-E-Azam Academy of Educational Development (QAED) should provide training to school heads on how to build democratic behavior and relationships with teachers.

Keywords: Managerial Practices, Perceptions, Teachers, School heads, Autocratic.

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Introduction

One of the most important aspects of human behavior is the management process. Management is both a science and an art for achieving goals and objectives with the assistance of others (Meisiek & Barry, 2014). According to Armstrong (2016), management is the process of establishing and maintaining a healthy environment in which individuals collaborate effectively in groups to achieve the organization's goals. Management and organization both rely on one another. No organization can get its goals and objectives without management. Modibbo et al. (2020) stated that educational institutions are also set up for the purpose of teaching and learning.

According to Robbins (2009), managerial practices are techniques of efficiently and successfully coordinating and integrating work activities with and via other people. In order to fulfil stated goals and objectives successfully, Shay and Tracey (2009) characterized managerial practices as enhancing relationships, promoting cooperation, and motivating subordinate contentment in an institution. Managerial practices, obviously, are the working ways of school heads who are employed as managers to attain specific educational institution goals.

The head of a primary school is the most important person in the organization. The reputation of a primary school is largely determined by the quality of its head. According to Leithwood (2016), the school head is responsible for everything that occurs in the school. The school's environment is heavily influenced by the school's management techniques. The managerial practices of school heads, according to Ahmad and Dilshad (2016), have a critical influence in school advancement and efficiency. Kythreotis et al. (2010) explained that school heads' managerial practices have a direct impact on the working climate of schools as well as teacher achievement. According to Bowra et al. (2012), good managerial practices are measured by employee performance. As a result, one of the most essential components of primary school productivity is teacher performance.

Rationale of the Study

School heads in Punjab's School Education Department (SED) are using a variety of managerial practices to attain their goals. The school heads are doing their best to meet the goals by using various managerial practices, such as not allowing teachers to take casual leave unless prior to the Monitoring and Evaluation Assistant's (MEA) visit to the school. On the other hand teachers are entitled to 25 causal leaves per year, as well as

other leaves, under the revised Punjab leave rules (1981). Furthermore, the school heads force teachers to visit nearby village after school hours and meet with parents for the admission of school-aged children, whether the parents agree or not. Teachers have been given the task of increasing the school's strength. Similarly, teachers are forced to show 100% attendance of the students in their classrooms. In addition, school heads constantly threatened teachers with disciplinary action under the Punjab Employees Efficiency and Disciplinary Act (PEEDA, 2006). The aforementioned managerial practices of public school heads are causing professional and psychological problems for teachers. Teachers in public schools are experiencing great challenges and stress as a result of consistent managerial practices of school heads. For teachers, such expectations and demands are excruciatingly painful and exhausting. As a result, it is necessary to investigate the true facts concerning the school heads' current managerial practices.

Objectives of the Study

The objectives of the study were to:
1. Examine perceptions of teachers about managerial practices of school heads.
2. Examine the significance differences in teachers' perceptions on head's managerial practices on the basis of demographics.

Literature Review

Grant et al. (2007) stated that managerial practices are strategies for efficiently integrating and managing the work of others. According to Kyriakidou (2010), managerial practices are focused with managing, supervising, and handling the organization's resources. Williams (2002) explained that organizational goals can be achieved efficiently through monitoring, promoting, supporting, and facilitating social interaction among employees in an organization. Cole (2004) identified five categories of managerial practices at different times: alternative, participative, paternalistic, exploitative, and advisory managerial practices. Rigtering et al. (2017) also classified enterprise and strategic planning as managerial practices. According to Nemlioglu and Mallick (2017), Authoritarian, democratic, coercive, affiliative, permissive, coaching, pace-setting, visionary, bureaucratic, and defensive managerial practices are widely exhibited nowadays.

According to Bhoomireddy (2004), the head of the school is accountable for everything that occurs in the school and, plays the most important role in the school's management machinery. The school's head must fulfil two tasks. Not only must he improve performance, but he must also manage his subordinates. According to Everard et al. (2004), an effective school head must successfully execute two functions: completing the work that has been set up and meeting the demands of the teachers. Northouse (2018) stated that the most essential aspect that can have a significant effect in the achievement of primary school objectives is school leadership. According to Lim (2019), the school head is the direct supervisor responsible for fostering a culture of collaboration among workers in order to achieve goals. Schools must adapt to various substantial changes in the education system as a result of global economic, political, and social changes. As a result, school heads and teachers must be well-prepared to handle the challenges of the twenty-first century (Ismail & Yasin, 2020).

Furthermore, in an era of globalization, the global demand for professional teachers, technological advancements, greater competition, and the different demands of teachers are just a few reasons why school heads must be professional in a difficult position (Bayat, 2018). Bakari et al. (2017) identified three major elements that contribute to school heads' managerial practices: communication, motivation, and human resource management. Communication is the primary aspect in managerial practice. It establishes a solid connection between the school heads and their teachers. It is the primary means of communication inside a group, either from the bottom up or from the top down, through which employees express their opinions, sentiments, and requests for their needs to be met. Motivation is the second aspect in management practice. Motivation refers to the psychological, emotional, biological, or social factors that influence direct behavior. It is, in reality, the art of getting things done quickly and efficiently. Human Resource Management is the third aspect in management practice (HRM). According to Robbins and Judge (2007), the recruitment of the appropriate person for the right job, is a critical component of any organization's success. It is the process of attaining organizational goals by properly utilizing an organization's people resources. As a result, selecting motivated, talented, and skilled employees is an important part of Human Resource Management (HRM). Robinson (2011) stated that the primary school head must play an active part in school management procedures. The primary school head, in particular, must not only administer the school but also teach the kids.

According to Eyal and Roth (2011), Heads' managerial practices, have a critical influence in school advancement and performance. Kythreotis et al. (2010) elaborated that the direct impact of school heads' managerial practices on the school's working environment and teacher achievement was established. According to Wallace (2002), the managerial practices of school heads have a direct impact on the efficacy and progress of schools. Grant et al. (2007) explained that managerial practices have an impact on teachers' psychological, physical, and social well-being. Teachers' physical well-being can be attained by addressing their health requirements.

Methodology

The descriptive research design was employed in the study. Moreover, quantitative survey method was applied in this research.. Surveys are used to describe or enumerate objects, as well as people's opinions, attitudes, and behavior. In most legal cases, surveys are used to prove or disprove statements regarding the qualities of such things, individuals, or social units (Diamond, 2000). The population of the study comprised all 12,074 working public primary school teachers both male=5,274 and female=6,800 of the Sargodha division. The sample was selected through multi-stage sampling technique; at the first stage, 403 out of (4030) public primary schools were selected from the four districts of Sargodha division through systematic random sampling. At the second stage, male= 227 and female= 176 schools were selected by proportionate sampling, according to the proportion present in the selected schools. At the third stage, 02 teachers from each selected school, male= 454 and female= 352(806) were selected conveniently.

Research Tool

A questionnaire was developed, in order to collect the required data. It was consisted of 45 items associated with four indicators: teacher rapport with school head; teaching satisfaction level of teachers; motivation level regarding job and commitment level regarding job. It was on five points Likert scale. The points on the scale were; SDA (Strongly Disagree), DA (Disagree), UD (Undecided), A (Agree) and SA (Strongly Agree). It comprised two parts. First part included demographic variables and the second part was consisted of items obtaining perceptions of teachers regarding managerial practices of heads. Validity of the instrument was ensured through experts' opinions whereas reliability was ensured through pilot testing. Data were collected from 40 teachers for piloting. The value

of Cronbach's alpha was calculated at 90. The researcher himself visited public primary schools and collected the required data. Descriptive statistics were employed while analyzing the data.

Findings

Table 1
Results on Perceived Level of Teachers Regarding Managerial Practices of School Heads

Sr. No	Managerial practices of school heads	SA %	A %	SA+A %	UD	DA %	SDA %	SDA+DA %	Mean	SD	Level
1	Teacher rapport with school head	20.43	15.86	31.51	10.14	21.50	32.07	53.57	3.21	1.25	Moderate
2	*Teaching satisfaction level of teachers*	10.72	7.17	17.9	11.3	34.06	36.75	70.81	2.20	1.15	Low
3	*Motivation level of teachers regarding job*	11.42	8.1	19.67	10.36	26.72	43.4	70.12	2.30	1.19	Low
4	*Commitment level of teachers regarding job*	10.1	6.5	16.6	11	32.26	40.14	72.40	2.18	1.17	Low

N=806, Mean Range (1-5), Levels of mean (1.00 - 2.33 low, 2.34 - 3.67 moderate and 3.68 -5.00 high)

Table 1 shows overall indicator-wise results on perceived managerial practices of school heads. The results in the first indicators reflect that

53.57 % school teachers were found dissatisfied regarding their rapport with school heads, hence their level of rapport fell within moderate range *(M= 3.21, SD= 1.25)*. Only 31.51 % school teachers were satisfied, whereas 10.14 % school teachers did not respond about their rapport with school heads. The results in the second indicator reveal that 70.81 % school teachers were found dissatisfied, therefore their teaching satisfaction level fell within low range *(M= 2.20, SD= 1.15)*. Only 17.9 % school teachers were satisfied, whereas 11.3 % school teachers did not respond about their teaching satisfaction level. The results in the third indicator reflect that 70.12 % school teachers were found dissatisfied, hence their motivation level regarding job fell within low range *(M= 2.30, SD= 1.19)*. Only 19.67 % school teachers were found satisfied, whereas 10.36 % school teachers did not respond about their motivation level regarding job. The results in the fourth indicator reflect that 72.40 % school teachers were found dissatisfied, therefore their commitment level regarding job fell within low range *(M= 2.18, SD= 1.17)*. Only 16.6 % school teachers were satisfied, whereas 11 % school teachers did not respond about their commitment level regarding job. It is concluded that overall school heads' managerial practices were autocratic in nature.

Table 2

Comparison of Responses Regarding Teachers' Perceptions About School Heads Managerial Practices on the Basis of Designation

Variable	Designation	N	M	SD	t	df	Sig
Manager ial	ESE	704	230.15 91	33.152 68	-3.63 4	80 5	0.00 0
practices	PST	10 3	243.83 50	46.572 91			

Table 2 shows that there is a significant difference *t= -3.634, P<.05* between the perceptions of Elementary School Educators (ESEs) and Primary School Teachers (PSTs) about the managerial practices of heads. It is concluded that the perceptions of Primary School Teachers are satisfactory *(M= 243.8350, SD= 46.57291)* as compared to Elementary School Educators ESE *(M= 230.1591, SD= 33.15268)* about the managerial practices of school heads.

Table 3
Comparison of Responses Regarding Teachers' Perceptions About School Heads Managerial Practices on the Basis of Nature of Job

Variable	Nature of job	N	M	SD		df	Sig
Managerial practices	Contract	702	229.9986	*33.67765*	-	80	0.000
	Regular	105	*244.6476*	*46.69850*	*3.930*	5	0

Table 3 shows that there is a significant difference *t = -3.930, P< .05* between the perceptions of contractual and regular school teachers. It is concluded that perceptions of regular school teachers are satisfactory *(M= 244.6476, SD= 46.69850)* as compared to contractual school teachers *(M= 229.9986, SD= 33.67765)* about the managerial practices of school heads on the basis of nature of job.

Table 4
Comparison of Responses Regarding Teachers' Perceptions About School Heads Managerial Practices Using ANOVA on the Basis of age.

Variable	Variance	df	F	Sig
Managerial practices	Between Groups	2	8.805	.000
	Within Groups	804		
	Total	806		

Table 4 reveals that there is a significance difference between the perceptions of school teachers about school heads managerial practices on the basis of age, *F* (2,804) =8.805, *P<*.05 therefore, following table 5 reflects LSD post hoc results for the above mentioned comparison about the strengths of mean differences regarding the managerial practices of heads on the basis of age.

Table 5
LSD Post hoc Comparison About Managerial Practices of Heads on the Basis of age

Variable	(I)Age	(J)Age	Mean Difference (I-J)	*Std.Error*	*Sig*
Managerial Practices	More than	20-30 Years	21.96831[*]	5.31794	0.000

40 years	31-40 years	21.16022[*]	5.30458	0.000

Table 5 reflects LSD post hoc comparison of the teachers' perceptions about the managerial practices of school heads on the basis of age. It is concluded that there is greater significant difference between the managerial practices of school heads aged from more than 40 years as compared to managerial practices of school heads having age from 20 to 40 years.

Table 6
Comparison of Responses Regarding Teachers' Perceptions About School Heads' Managerial Practices on the Basis of Transportation

Variable	Transportation	N	M	SD	t	df	Sig
Managerial practices	Personal transport	526	228.9791	33.27985	-3.181	805	0.002
	Local transport	281	237.3808	39.95847			

Table 6 reflects that there is a significant difference between the perceptions of school teachers about managerial practices of school heads on the basis of source of transportation. It is concluded that there is greater significant difference between the perceptions of teachers who has local transport *(M= 237.3808, SD= 39.95847)* as compared to those who have personal transport *(M= 228.9791, SD= 33.27985)*, *t= -3.181, P< .05.*

Discussion

The study explored perceptions of teachers about the managerial practices of public primary school heads. The study also examined significance differences in teachers' perceptions on head's managerial practices on the basis of various demographics. The results of the study reveal that the managerial practices of school heads were not favorable for the teachers. Majority of teachers were dissatisfied and their teaching satisfaction level fell at low range. It indicates that teachers are not fully satisfied with the managerial practices of school heads. The results indicate that commitment level of the teachers regarding job fell at low range which demonstrates dissatisfaction of teachers towards their profession and working as well. The analysis also confirms that motivation level of teachers regarding job was also found at low range which indicates that majority of the teachers was not fully satisfied with their job and profession. It is a token of distress which is responsible for the lower

satisfaction of the teachers. On the whole, teachers are not motivated, committed, and satisfied due to the unfavourable managerial practices of school heads. The results of the study are consistent with the results of the prior study conducted in Andhra Pradesh, India by Mehta and Banerjee (2015) to find management practices and its influence upon performance of the teachers in terms of job dissatisfaction and found that teachers are dissatisfied due to long working hours, low remuneration, undesirable behaviour of the management, and relationship among colleagues. The results of the study are consistent with the results of Whiteoak (2020) exploratory study conducted in Australia to investigate link between morale and burn out, and revealed that due to lack of support and poor system particularly in relation to behavioural management, were key factors for staff burn out and lower morale. In addition, the correlational study conducted in USA by Travis (2019) to find out factors that influence teachers' retention in low-performing schools and found that newly inducted teachers were leaving the school due to stress, too much demands, limited management support and non-cooperative behaviour of children.

The results of the previous study conducted in Enugu State of Nigeria by Igwe and Odike (2016) that autocratic managerial style was most popular among the principals of Public and missionary schools. It was also found that teachers showed lowest performance under autocratic management. The results indicate that there was a significant difference between the perceptions of Primary School Teachers (PST) and Elementary School Educator (ESE) on the basis of designation. It indicates that teachers were not satisfied with the managerial practices of school heads especially ESEs. The study demonstrates that a significance difference was found between the perceptions of regular and contractual teachers on the basis of nature of job. It indicates that contractual teachers are not satisfied with the managerial practices of school heads. The results of the present study affirms the results of study by Ntahomvukiye (2014) conducted in Nigeria and found that teachers of both elementary and high schools were dissatisfied with their job due to unfair service conditions, low salary packages, and stress produced by the managers. The analysis confirms that there was a significant difference between the perceptions of teachers on the basis of age. It was found that perceptions of teachers were somewhat better who aged from more than forty years as compared to those who aged from twenty to forty years. It denotes that all the newly high qualified recruited teachers are not satisfied with the managerial practices of school heads. The results indicate that a significance difference was found between the perceptions of teachers on the basis of

source of transportation. It is clear from results of teachers who had personal transport, were satisfied as compared to those who had local transport. Evans and Olumide-Aluko (2010) stated that in the United States of America workers if the workers feel dissatisfaction they apply for another job to satisfy their needs. In such circumstance, it is clear the newly inducted highly qualified teachers are not fully satisfied with the existing managerial practices of school head. These teachers are great asset and blessing for the public schools children and they may fulfill the dream of quality education. But unfortunately, these teachers are not fully satisfied with their job. Majority of the teachers are ready to leave the department and waiting for the availability of another job. This is very alarming situation that School Education Department (SED) is not taking any serious action to overcome such problem. Hence, these newly teachers can be satisfied by improving the existing managerial practices of school heads. The results of the present study are consistent with the earlier study by Ernst (2019) conducted a mixed methods study in the United States of America to measure job-related stress and concluded that majority of the teachers were not satisfied with the practices of their current leadership of schools as well as other job related concerns and seeking for another job.

Conclusions

The results of the study vividly present a clear view of the current status of managerial practices of heads. The study concluded prevalence of dissatisfaction among teachers about the managerial practices of school heads. Teachers' reflections highlight that they are in a severe mental stress due to rough and harsh behaviour of school heads, and recurrent threat of Punjab Employees Efficiency & Disciplinary Act (PEEDA, 2006). Hence, the overall practices of school heads are found authoritarian in nature. The study also concludes significant differences between the perceptions of primary school teachers (PSTs) and elementary school educators (ESEs) about the managerial practices of school heads.

Recommendations

The primary school heads should be trained on establishing democratic traits, rapport, and behavior with the teachers by the Quaid-E-Azam Academy of Educational

Development (QAED). The School Education Department (SED) may take serious notice to overcome such crucial concerns of the teachers through appointment of trained and highly qualified school heads in the public primary schools to heighten the morale and satisfaction of teachers. The study may be conducted in other provinces of Pakistan. Furthermore, it is suggested that perceptions of teachers about the managerial practices of heads may be further studied at elementary and secondary level.

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