Government High School Principals' Managerial Practices And Its Association With Teachers' Performance And Students' Academic Achievement In District Peshawar

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Abstract

Principals' managerial practice is a distinguishing element for empowered teachers, having implications for both teaching effectiveness and students' learning. This study sought to explore the interplay between principals' managerial practices, teachers' performance and students' academic achievement. The study sample consisted of 76 principals and 308 teachers from all Govt. boys' high schools in District Peshawar (43 from rural and 33 from urban areas). For gathering data from the principals and teachers, one questionnaire was developed, for both types of respondents with a minute change of pronouns, in the light of instruments adapted from Nwune et al. (2016) human resource management; Rosalind (2009) teacher performance; Gardner et al., (2010), and Taylor and Tyler (2012) teachers' assessment; Omale (2006) delegation of power; Chiuri and Kiumi (2005) school discipline; and Nziramasanga (1999). The questionnaire consisted of 63 items spreading over 7 parameters. Chi-square was applied on the responses gathered from teachers' and principals' questionnaire. Main findings of the study show that high school principals enacted their managerial practices for the attainment of physical and instructional materials, the establishment of an e-library, guidance and counseling units and furnishing of classrooms. However, their managerial practices did not have any relationship with teachers' performance and students' academic achievement. Based on the findings, it is recommended that school principals may work to improve their managerial practices by involving teachers in decision-making, organizing seminars and workshops for teacher professional development, providing incentives to the students for effective human resource management in schools.

Keywords: Managerial practices; students' academic achievement; teacher's performance.

1. Introduction

Education is the backbone of every civilized society and there is no nation in the world that can progress without getting an education. Unfortunately, our public education system is underdeveloped and needs further improvement for its enhancement and enrichment. In the education sector, students, teachers, parents, society, and electronic media are playing their respective roles to uplift the level of education, especially in the government sector. Despite that government sector schools are not producing up to the mark results. Students are unable to qualify for competitive exams; whereas, teachers are merely teaching and not aspiring. The researcher being a government teacher adopts an insider approach to highlight the reasons for not achieving the desired results and/or

standards by school principals and teachers in terms of students' academic achievement. To unfold these concerns; the researcher has decided to find out the drawbacks of the educational system. In this regards the role of the principal as school manager is very pivotal as he runs the entire school system smoothly to achieve students' learning outcomes. In this process, principals face various difficulties and hurdles, which stop the regular flow of their work and job. Principals' managerial practices vary from person to person as every principal strives to tackle the difficult academic situations in their schools. To this effect, the present study focuses on and strives to answer the questions of how principal managerial practice could enhance teachers' performance and students' academic performance, which is the ultimate goal of education (Andrew, 2008).

The managerial work in the school is to accomplish different functions, which are going to be done by the school principal. The principal is marked out as the single character in a school who guides the matter of school in such a way to attain its initial aim and intends to attain more work for impressive planning, organizing, supervision, controlling, and evaluation. He works hard in the school with his team and collaborates in the attainment of maximum academic achievements.

Other stakeholders in the school are teachers, who effectively translate the vision of the principal inside the classroom and strive for achieving the best possible results from the students in form of their academic achievement. According to Hardie (2011), teachers could be evaluated by their performances as it explains the caliber of the teacher. Facilitating teachers by giving incentives can make their achievement better and overall groom

teachers to improve their performance (Marvel & Morton, 2006).

Teachers' performance in determining students' results, academic success, and lifetime achievements were agreed upon by researchers (Chetty et al., 2014; Rivkin et al., 2005; Rockoff, 2004). It is important to emphasize on teacher's effectiveness to enhance student learning, teacher performance can be evaluated in terms of student learning outcomes, which could be done by students' standardized assessment results. The performance of an effective teacher plays a significant role in enhancing the lives of their students. To make it vital, researchers, stakeholders, and policymakers should have to understand those factors which contribute to a teacher's performance (Don & David, 2008).

The connection between the principal and the community is very strong, he does not perform well without the cooperation of the parents, students, teacher, and community. Louis et al., (2010) found that vibrant school principal is creative and innovative and their activities are child-centered, which also enhance the efficiency of their teachers. The better performances of the teachers and students are key indicators of the principal's managerial practices. A good environment is also playing a pivotal role in the entire process and the performances of principals, teachers, and students can improve the ranks of the school. So principal incentives to the teacher are also not ignored. Principals of the school work on the list of priorities of school and reforms (Dinza, 2015).

Leithwood et al. (2004) discussed that vigilant principals make sure the academic performance for all, and this depends upon the quality of teachers and their expertise that how are they playing their roles in the school improvement plan. Pre define

agenda which helps in the way to progress. The principal focus is to make a good relationship between school and society with different characteristics, which comprise respect for each individual, warm welcoming, result oriented and free of rebuking. Participate in staff and students in different activities. Those principals who are helping, cooperating, and facilitating teachers, and their teachers are also playing their roles in the betterment of the school. Effective management always comes from skillful and professional principals, teaching staff, and other non-teaching staff persons. All the cooperation makes the principal a better manager (Dinza, 2015).

The principal is the authority who gives liaison between teachers, students, parents, society and community, etc. This effective relation leads to achievement. The principal is liable to help, cooperate and facilitate all the teaching staff, students, parents, and community. Initiating new plans could help in achieving academic excellence, stated (Jaiyeoba, 2006).

According to Van der Vuuren et al., (2012) the principal is subject to developing demands as a result of the school's growing complexities as an institution, especially in terms of management role. Glasman and Heck (1990) explored that an individual principal's response is influenced by his values and convictions, as well as structural and political influences pertinent to the character of the school and society (e.g. district size, educational quality, educational level, etc.). Students' socioeconomic situation, district and community stressors, information availability, and employee qualities are all factors to be considered.

The principal task is multidimensional. While certain responsibilities are incidental to the principal's job, others are critical and should be given attention by the principal.

For example, the principal should ensure educational innovations, including whole-school evaluation. The principals' roles determine whether the assessment and other reforms of the entire school succeed or fail. Successful principals play diverse roles in various conditions and difficulties in various settings. As a result, the principal fulfills his management tasks for a school to be successful among other things (Di Liberto et al., 2015).

Fullan (1993) argued that any person in the school who is committed to improvement makes a way to progress and follows the task of managing. The change should not be left to those people who are not performing their duties perfectly. More importantly, formal leaders (principals) acting by themselves do not create the conditions for the new paradigm of transition. The instructor must help to create an organization capable of being individual and collective. Continuous renewal and investigation cannot happen successfully at all times (Agasisti et al., 2020).

Planning defines School planning as simply a process in which policies and plans are developed in response to the ever-changing and evolving demands of the school community. Constant review, design, implementation, and assessment are all part of effective school planning (Parker & Day, 1997). The plans and priorities on which they are focused provide the school, its subunits, and contributing staff with intent and direction. For example, the rules and regulations for the school teacher are the same in his class to manage disciplinary problems (Gardiner et al., 2010). Planning is valuable because it brings a sense of responsibility and motivation to students and teachers. This described the types of duties they will perform and explains how their behavioral changes are linked to the school principal's managerial practices and objectives (Liberto et al., 2015)

Once the principals have settled workable strategies and approaches for implementation, they develop an organization that can execute the plans effectively. Three important factors are involved in organizing. Argyris (2010) stated that designing the organization's structure, and acquiring and developing the right workers. The principal defines authority relationship policies and other practices, reporting practices, the chain of command, and separate managerial and hierarchical roles. The principal practically guides them, in addition, to achieving perfect administration. The principal develops plans to educate new employees on the expertise needed to carry out their job duties, including the management of school discipline.

When strategies for enforcing the education of students are developed and behavior patterns are coordinated, the next step is to guide students and staff members to accomplish the goals of the school. While preparation guide principals on what to do and scheduling tell how to do it, leadership advises principals on why it should be wanted by students and staff members. Recently, encouraging, collaborating, or actuating is often called the leading role. Leading means directing and motivating students to act appropriately (Northouse, 2010).

In addition, teachers are at the heart of the educational process, and their performance is crucial for students' academic achievement. While many teachers demonstrate exceptional dedication and expertise, there are systemic challenges that affect their performance. Inadequate professional development opportunities, heavy workloads, and a lack of autonomy can diminish their ability to deliver high-quality instruction consistently. Additionally, the evaluation systems used to assess teachers' performance are often flawed and in Pakistan, in general, only students' results are regarded as bench mark of teachers' performance. Nevertheless, the ultimate goal of any educational system is to foster students' academic achievement. While the performance of students is influenced by numerous factors, the role of principals and teachers cannot be overlooked. However, it is important to recognize that academic achievement is not solely determined by these two factors. Socioeconomic backgrounds, family support, and student motivation also significantly impact students' outcomes. The technique used in the present study is mentioned in this chapter. This includes justification for the nature and method of the study; summary of the research site; selection of samples including a collective image of the respondents and justification for the selection of data collection instruments by the researcher. The methods of data collecting, its interpretation, and ethical considerations are explained.

2. Statement of the Problem

Government schools are imparting education to the youth under guidelines/standards set by provincial and state governments to achieve standard learning. The role of principal and teacher performance is very crucial and proactive. Being a manager, the responsibility for success or failure lies on them; hence their managerial skills need to be strong enough to achieve the desired standards and objectives. I, as a Government teacher, have observed about the government high schools' principals in district Peshawar that their knowledge of management is not translated in to managerial practices. In addition, people nowadays prefer private schools instead of government/public schools as they might believe that private schools provide a better academic

opportunity to their children as compared to government schools. In this research, the researcher tried to appraise the role and managerial practices of high school principals and also relate it to students' academic performance.

3. Delimitation of the Study

The current study was delimited to male high school principals in both rural and urban areas of district Peshawar. Appraising the managerial role of male principals in itself is a strenuous task. Besides, the number of years as principals in the sampled schools took care. The minimum number of serving years of principal in the sampled schools was 03 years.

4. Theoretical Framework

Theoretical framework in research serves as guide for the researcher in formulating research questions, designing the study, and interpreting the results. A theoretical framework provides a roadmap for conducting research and helps researchers make informed decisions throughout the research process. It helps researchers to comprehend the phenomenon being studied, design a study to investigate it, and analyze and interpret the results in a meaningful way. The current study laid its foundation on the theoretical works of Nwune et al., (2016) who worked on human resource management; Rosalind (2009) on teacher performance; Gardner et al., (2010) on teachers' assessment; Omale (2006) on delegation of power; Chiuri and Kiumi (2005) on school discipline; HeelPienaar (2003) on Research to Enhance Learning for Best Academic Performance, and Nziramasanga (1999) on guidance and counseling.

5. Hypotheses of the Study

$H_0 1$. There is no relationship between principals' managerial practices in government high schools in District Peshawar and teachers' performance

$H_0 2$. There is no relationship between teachers' performance and students' academic achievement

6. Significance of the Study

This study was good enough to find out the performance of the principals of government schools and its relationship with teachers' performance and students' learning outcomes. The study brought to the limelight of managerial roles of high school principals as, what are their strengths and weaknesses as a head of the school and how their managerial practices unknowingly or otherwise impact the students' academic performance. The study further underpins the importance of principals' managerial practices not only for the principals but for the prospective teachers, student's performance, and all those stakeholders who are actively involved in the process of hiring and training the high school principals. This research can help teachers and principals to understand what managerial practice works best for the tremendous achievement of students' performance, as well as the short and long-term ramifications of their decisions and actions. It also helps principals to build a repertory to deal with unexpected problems and impart progress to others. This research can bridge knowledge gaps and change the way of learning through new strategies.

7. METHODOLOGY

7.1 Nature of the Study

The study was quantitative in nature that unfolds the relationship between principal's managerial practices and

teachers' performance that was tested through students' academic achievement in the Board of Intermediate and secondary education exams.

7.2   Population of the Study

In research language, a population can be defined as a large group of people, institutions, items, and other things that share common features and are of interest to the researcher. The groups' shared qualities set them apart from other individuals, institutions, items, and so on (Allie, 2001). All government high school principals in urban and rural areas of district Peshawar were the population of the study. The total number of government high schools for boys are 76 in district Peshawar, of which 33 are in urban and 43 are in rural areas. The number of principals and teachers in government high schools are 76 and 1534, respectively, which includes 33 principals in Urban and 43 principals in Rural and 650 teachers in urban and 884 teacher in rural areas (EMIS, 2020-21). Since the population of the schools and principals is less than 100; hence, the entire population of 76 schools and 76 principals are taken as sample, as also stated by Gay (2009).

7.3   Sample and Sampling Technique

According to Kimmons et al. (2017) the majority of educational research investigations necessitate some type of sampling. Because you can't always examine everyone or everything, sampling allows you to investigate a subset of a bigger group while still drawing useful conclusions hopefully. The data was collected from total of 76 principals and 308 teachers through a questionnaire on a 5-point Likert scale. A total of 4 teachers were selected from each school randomly,

which made a total of 308 teachers by employing cluster sampling technique.

7.4   Research Instruments

Questionnaire for principals and teachers were designed and used for the collection of quantitative data. The instrument was based on the theoretical framework and gave a deep understanding of the managerial practices used by the sampled principals and their relationship with sampled teachers' performance. The question items in the research instrument were based on the hypotheses in addition to the seven independent variables in seven sections. The total number of items in sections 1 to 7 are 12, 10, 6, 6, 8, 11, and 10, respectively making a total of 63 items.

7.5   Data Collection and Analysis

The data collection process comprised of individual respondents through questionnaires. To collect the data, a questionnaire was used; wherein, each item was structured on 5-point Likert scale namely; Always, Often, Sometimes, Seldom, and Never. The validation of the instrument was established by experts. The analysis of the data was made through Chi-square wherein the responses of 76 principals were tested for association with the randomly selected responses of 76 teachers from the total sample of 308 for testing the first hypothesis. For the second hypothesis, the annual Secondary School Certificate (SSC) result (2019) of the students was considered for teachers' performance. For that, the criteria developed by the Board of Intermediate and Secondary Education (BISE), Peshawar were taken as cutoff values wherein, the passing percentage is 33, the first division is 60% with grade B, and grade A1 is 80% and above. All those students who secured 60% or above marks were considered good

performers and they were taken as a cutoff performance for both principals and teachers.

7.6 Research Validity and Reliability

The validity of the instruments measures the overall relevance of the question items to the main body of the research including objectives, research questions, and hypotheses. According to Nunnally and Bernstein (1994), a pilot study works as the foundation of executing the actual interview and helps in improving the validity of the instrument. The pilot study of the current study was done by three professors of Education from IER, University of Peshawar, in addition to the research supervisor. The experts pointed out some grammatical, structural, and semantics corrections in the items. Besides, they also suggested separating some of the statements for getting clearer responses from the respondents. Initially, the number of items in the questionnaire was 57, which after the suggestions by the expert increased to 63. The reliability of the instruments is calculated through Cronbach alpha for both type of respondents and the value for principals' questionnaire is .81 and for teachers' questionnaire is .72.

7.7 Data Analysis

The following tables elicit the results of association between principal responses and teachers responses by employing Chi-square. The detailed description of the tables are given with each table.

7.7.1 Planning for Setting Academic Goals

S#	Statement	Test Value	Significance
1.1	You/Principal carry teachers along in reviewing the goals for school improvement	10.213	0.116
1.2	You/Principal involve teachers in decision making for school improvement	6.483	0.593
1.3	You/Principal formally communicate school improvement goals	6.336	0.175
1.4	You/Principal communicate school goals to students and parents.	15.298	0.226
1.5	you/Principal focus on creating environment conducive to learning	1.622	0.444
1.6	You/Principal prepare proper schedule for day-to-day activities of the school	20.422	0.009
1.7	You/Principal design school vision in collaboration with school teachers.	1.480	0.830
1.8	You/Principal involve the community e.g. PTC in school improvement Planning process	4.518	0.808

1.9	You/Principal make sure the cleanliness of school building to ensure students and staff health.	1.684	0.641
1.10	You/Principal appraise staff in order to improve their job performance	9.912	0.271
1.11	You/Principal give orientation to new staff and students on school activities and goals	9.613	0.047
1.12	You/Principal plan different strategies to support parents/guardians	5.505	0.239

Table 7.7.1 depicts relationship between the responses of principals and teachers on the category of managerial practices of the principals under the heading of Planning for Setting Academic Goals. The last two columns of the above Table show the test value of the association between principals'

and teachers' responses along with P-value. The values reveal that in most of the items there is no association between the responses as the p-value for all the responses is large enough to accept the null hypothesis. Item 1.6 and Item 1.11 show significant relationship between the responses of principals and teachers.

7.7.2   Resource Management

S#	Statement	Value	Significance
2.1	You/Principal develop school academic calendar every year	11.518	0.021
2.2	You/Principal Prioritize financial allocation according to school needs	5.763	0.124
2.3	You/Principal Keep accurate financial information of the school	4.680	0.197
2.4	You/Principal Ensure accountability in all school expenditures	1.00	0.801
2.5	You/Principal Generate funds for school improvement	9.536	0.657
2.6	You/Principal Adopt cost-saving strategies in consultation with staff	5.887	0.208
2.7	You/Principal ensure that classrooms are equipped with furniture so that students can comfortably learn	4.689	0.191
2.8	You/Principal ensure that library is stocked with needed books for assignment and learning purposes	2.530	0.639
2.9	You/Principal maintain instructional materials for effective teaching	4.655	0.325
2.10	You/Principal make sure classrooms and offices have needed furniture	2.78	0.618

The table 7.7.2 discusses the relationship between the responses of the principals and teacher on the category of Managerial practices of the Principals under the heading of Resource Management. The last two columns of the above table show the test value of the association between principals and teachers responses along with P-value. The values reveals that in most of the items there is no association between the responses as the p-value for all the responses are large enough to accept the null hypothesis. Only one item that is 2.1, shows a significant relationship between the responses of principals and teachers.

7.7.3 Delegation of Powers to Teachers

S#	Statement	Value	Significance
3.1	You/Principal delegate tasks to teachers' in order to facilitate more students in minimum time	17.768	0.001
3.2	You/Principal entrust duties to the staff in order to expose them to challenges that come with responsibility	8.886	0.064
3.3	You/Principal assign duties to students to show their commitment to school	7.101	0.131
3.4	You/Principal conduct staff performance appraisal to encourage better performance and improvement	2.576	0.631
3.5	You/Principal make continuous efforts to create a sense of belonging among staff	6.328	0.176
3.6	You/Principal discuss the issues with the staff before taking a decision	22.285	0.004

The table 7.7.3 discusses the relationship between the responses of the principals and teacher on the category of Managerial practices of the Principals under the heading of Delegation of Powers to Teachers. The last two columns of the above table show the test value of the association between principals and teachers responses along with P-value. The values reveals that in most of the items there is no association between the responses as the p-value for all the responses are large enough to accept the null hypothesis. Items 3.1 and 3.6 show significant relationship between the responses of principals and teachers.

7.7.4 Research to Enhance Learning for Best Academic Performance

S#	Statement	Value	Significance
4.1	You/Principal organize seminars and workshops for professional development of teachers	11.029	0.200
4.2	You/Principal encourage to participate in various seminars, trainings and workshops etc. to learn the new methodologies for effective teaching	23.250	0.026

4.3	You/Principal facilitate teachers and students to e-library access	11.336	0.500
4.4	You/Principal take help from different Research findings to improve staff professional competencies	23.668	0.023
4.5	Yours'/Principals' managerial practices allow teachers to gain a better and deeper understanding of the subject matter	8.056	0.090
4.6	Yours'/Principals' research-oriented behavior also nurtures critical essence among teachers	7.854	0.448

The table 7.7.4 discusses the relationship between the responses of the principals and teacher on the category of Managerial practices of the Principals under the heading of Research to Enhance Learning for Best Academic Performance. The last two columns of the above table show the test value of the association between principals and teachers responses along with P-value. The values reveals that in most of the items there is no association between the responses as the p-value for all the responses are large enough to accept the null hypothesis. Items 4.2 and 4.4 show significant relationship between the responses of principals and teachers.

7.7.5   Discipline Maintenance

S#	Statement	Value	Significance
5.1	You/Principal maintain discipline in the school	4.444	0.217
5.2	You/Principal handle students' problems	4.414	0.110
5.3	You/Principal ensure proper use of school equipment	1.706	0.636
5.4	You/Principal take notice of misbehavior by the students	6.889	0.865
5.5	You/Principal take notice of misbehavior by the staff	4.199	0.241
5.6	You/Principal encourage teachers to resolve student's issues themselves.	13.757	0.003
5.7	you/Principal take preventive measures to stop unwanted behaviors of students and teachers	2.419	0.965
5.8	You/Principal appreciate corporal punishment	15.528	0.214

The table 7.7.5 discusses the relationship between the responses of the principals and teacher on the category of Managerial practices of the Principals under the heading of Discipline Maintenance. The last two columns of the above table show the test value of the association between principals and teachers responses along with P-value. The values reveals that in most of the items there is no association between the responses as the p-value for all the responses are large enough to accept the

null hypothesis. Only item 5.6 shows a significant relationship between the responses of principals and teachers.

7.7.6 Guidance and Counseling

S#	Statement	Value	Significance
6.1	You/Principal give orientation to newly admitted students about the school and teachers	14.358	0.006
6.2	You/Principal collect data of students' progress to enable teachers to solve their academic problems perfectly	2.518	0.641
6.3	You/Principal interpret data on students' progress to identify student's area of learning difficulties	19.578	0.012
6.4	You/Principal provide relevant information to students to enable them for intelligent choices for their future professions	24.704	0.002
6.5	You/Principal communicate current career information to students to enable them plans for their future career	10.212	0.250
6.6	You/Principal counsel students about the approaches to study effectively	22.575	0.032
6.7	You/Principal assign teachers to counsel students to develop their self-esteem, self-respect and honesty	26.767	0.001
6.8	You/Principal give incentives to students to improve academic performance e.g. (gifts, trophies etc.)	16.014	0.042
6.9	You/Principal assign duties to the physical education teacher to train students how to cope with fire and other emergency situation	30.239	0.003
6.10	You/Principal use techniques of guidance and counseling to stop bullying among students	23.456	0.003
6.11	You/Principal recommend students to various teachers if they have personal/academic issues	7.36	0.119

The table 7.7.6 discusses the relationship between the responses of the principals and teacher on the category of Managerial practices of the Principals under the heading of Guidance and Counseling. The last two columns of the above table show the test value of the association between principals and teachers responses along with P-value. The values reveals that in most of the items there is no association between the responses as the p-value for all the responses are large enough to accept the null hypothesis. Item 6.1, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9 and 6.10 show significant relationship between the responses of principals and teachers.

7.7.7   Teacher Assessment for Effective Teaching

S#	Statement	Value	Significance
7.1	You/Principal assess teachers regularly	12.179	0.016
7.2	You/Principal give suggestions/feedback to teachers after assessing in the classrooms	1.940	0.747
7.3	You/Principal assess the staff in order to improve their teaching strategies	2.699	0.609
7.4	You/Principal encourage students to be active and participative in the classroom	3.661	0.300
7.5	you/Principal consider students exams' results as an indicator of teachers' effectiveness	7.581	0.108
7.6	You/Principal encourage students to come along with the problems regarding teaching learning process	4.233	0.375
7.7	Beside teaching, you/principal also focus on teacher's confidence and body language etc.	21.222	0.000
7.8	You/Principal ask teachers about classroom AV Aids	15.983	0.043
7.9	You/Principal appreciate effective teachers in front of students and in staff meeting	9.638	0.047
7.10	You/Principal present critique on teachers' teaching weakness in staff meetings	30.909	0.014

The table 7.7.7 discusses the relationship between the responses of the principals and teacher on the category of Managerial practices of the Principals under the heading of Teacher Assessment for Effective Teaching**.** The last two columns of the above table show the test value of the association between principals and teachers responses along with P-value. The values reveals that in most of the items there is no association between the responses as the p-value for all the responses are large enough to accept the null hypothesis. Item 7.1, 7.7, 7.8, 7.9 and 7.10 show significant relationship between the responses of principals and teachers.

Result of first hypothesis H$_0$: Based on the analyses of all the 07 variables the Null hypothesis, "There is no relationship between principals' managerial practices in government high school in District Peshawar and teachers' performance" is here by **accepted.**

7.7.8   Teachers' Performance and Students' Academic Achievement

S. No	School Name	Area Urban/ Rural	Total students Appeared	Total Students Passed	Passed Percentage	Percentage 60% and above
1	School 1	Rural	44	39	88.64%	11.4%
2	School 2	Rural	110	98	89.6%	33.6%
3	School 3	Rural	44	41	93.18%	36.4%
4	School 4	Rural	120	60	50%	14.2%
5	School 5	Rural	91	79	86.81%	25.3%
6	School 6	Rural	45	31	68.89%	11.11%
7	School 7	Rural	56	52	92.86%	10.74%
8	School 8	Rural	71	66	92.96%	40.8%
9	School 9	Rural	63	60	95.24%	46.03%
10	School 10	Rural	56	52	92.86%	10.74%
11	School 11	Rural	119	111	93.28%	22.76%
12	School 12	Rural	94	88	93.62%	31.98%
13	School 13	Rural	88	79	89.77%	42.80%
14	School 14	Rural	98	95	96.94%	37.17%
15	School 15	Rural	106	103	97.17%	44.81%
16	School 16	Rural	77	74	96.10%	29.83%
17	School 17	Rural	121	117	96.70%	37.62%
18	School 18	Rural	95	91	95.79%	25.87%
19	School 19	Rural	107	103	96.26%	39.94%
20	School 20	Rural	124	121	97.58%	43.73%
21	School 21	Rural	83	79	95.18%	21.38%
22	School 22	Rural	79	77	97.46%	34.76%
23	School 23	Rural	108	105	97.22%	38.72%

S. No	School Name	Area Urban/ Rural	Total students Appeared	Total Students Passed	Passed Percentage	Percentage 60% and above
24	School 24	Rural	93	91	97.85%	29.87%
25	School 25	Rural	111	103	92.79%	19.52%
26	School 26	Rural	111	107	96.40%	28.91%
27	School 27	Rural	103	100	97.09%	36.71%
28	School 28	Rural	115	111	96.52%	31.72%
29	School 29	Rural	121	120	99.17%	19.27%
30	School 30	Rural	109	109	100.00%	41.05%
31	School 31	Rural	91	89	97.80%	27.32%
32	School 32	Rural	85	81	95.29%	19.73%
33	School 33	Rural	71	70	98.59%	37.93%
34	School 34	Rural	89	89	100%	49.72%
35	School 35	Rural	107	101	94.39%	40.89%
36	School 36	Rural	119	116	97.48%	35.71%
37	School 37	Rural	85	84	98.82%	25.87%
38	School 38	Rural	79	71	89.87%	37.81%
39	School 39	Rural	95	95	100%	51.72%
40	School 40	Rural	109	103	94.49%	41.73%
41	School 41	Rural	91	87	95.60%	28.41%
42	School 42	Rural	79	71	89.87%	37.41%
43	School 43	Rural	111	107	96.40%	19.5%
44	School 44	Urban	105	102	97.14%	46.73%
45	School 45	Urban	127	126	99.21%	47.85%
46	School 46	Urban	81	77	95.06%	16.84%

S. No	School Name	Area Urban/ Rural	Total students Appeared	Total Students Passed	Passed Percentage	Percentage 60% and above
47	School 47	Urban	97	96	98.97%	28.94%
48	School 48	Urban	109	107	98.16%	36.52%
49	School 49	Urban	75	74	98.67%	47.29%
50	School 50	Urban	94	94	100.00%	59.83%
51	School 51	Urban	69	65	94.20%	19.73%
52	School 52	Urban	93	82	88.17%	23.61%
53	School 53	Urban	81	73	90.12%	26.51%
54	School 54	Urban	105	99	94.28%	19.62%
55	School 55	Urban	128	128	100%	39.74%
56	School 56	Urban	120	60	50%	14.2%
57	School 57	Urban	91	79	86.81%	25.3%
58	School 58	Urban	45	31	68.89%	11.11%
59	School 59	Urban	56	52	92.86%	10.74%
60	School 60	Urban	71	66	92.96	40.8%
61	School 61	Urban	77	74	96.10%	29.83%
62	School 62	Urban	121	117	96.70%	37.62%
63	School 63	Urban	95	91	95.79%	25.87%
64	School 64	Urban	107	103	96.26%	39.94%
65	School 65	Urban	124	121	97.58%	43.73%
66	School 66	Urban	83	79	95.18%	21.38%
67	School 67	Urban	79	77	97.46%	34.76%
68	School 68	Urban	108	105	97.22%	38.72%
69	School 69	Urban	93	91	97.85%	29.87%

S. No	School Name	Area Urban/ Rural	Total students Appeared	Total Students Passed	Passed Percentage	Percentage 60% and above
70	School 70	Urban	111	103	92.79%	19.52%
71	School 71	Urban	111	107	96.40%	28.91%
72	School 72	Urban	103	100	97.09%	36.71%
73	School 73	Urban	115	111	96.52%	31.72%
74	School 74	Urban	121	120	99.17%	19.27%
75	School 75	Urban	109	109	100.00%	41.05%
76	School 76	Urban	79	79	100%	46.5%

The data in table 7.7.8 showcased the overall academic achievement of those students who were taught by the sampled teachers. The academic performance of the students was taken as an indicator of teachers' performance. The cutoff value of the results is based on the criteria established by Board of Intermediate and Secondary Education (BISE) Peshawar; wherein, the passing percentage is 33, first division is 60% with grade-B, and grade-A1 is 80% and above. Based on the criteria developed by BISE, Peshawar, the overall academic achievement of the students are presented in the table. The students who achieve more than 60% in SSC examinations are regarded as good performance by the students and schools teachers; hence, the cutoff value of 50% of the total passing students who fall in the category of 60% and above demonstrate good performance by the teachers as well. The table 4.3 further highlights that students in total of 03 out of 76 schools secured the cutoff value of 50%, which **accepts** the 2nd Null hypothesis, "There is no relationship between teachers' performance and students' academic achievement". The performance of the sampled teachers could be due to various other factors that were not taken into consideration in the present research.

It is further concluded from these results that principals' managerial practices have no direct association with teachers' performance in the classroom as teaching is a skill and if teachers are not skilled principal' managerial practices do not work effectively. Students' results on the other hand also depends upon various factors and teaching is one of the main factors but not the only factor. Normally, in the government schools those children get admissions who are either academically or financially poor. Besides, majority of the students in the government schools are from working class who after schools work in the mechanic shops, hotels, vendors, or work as laborers and their prime purpose is earning the money for their parents. The parents of those students are mostly illiterate; hence, their involvement in children education is minimal.

Findings

1. Two significant relationships were found there between the teachers and principals' responses, which is under subheading you/principal prepare proper schedule for day-to-day activities of the school, with the title heading of Planning for Setting Academic Goals. While the second relationship was found about you/principal give orientation to new staff and students on school activities and goals. The data pertained to the Planning for Setting Academic Goals, contained 12 items out of which 10 were insignificantly associated. It meant that responses of the teachers and principals did not match on 10 responses, while two responses were found significantly associated.

2. Only one significant relationship found there between the teachers and principal responses which is under subheading of you/principal develop school academic calendar every year, under the umbrella of Resource Management. The data pertained to the Resource Management, contained 10 items out of which 9 were insignificantly associated. It meant that responses of the teachers and principals did not match on 9 responses, only one response was found significantly associated.

3. Significant relationships were found between the teachers and principals' responses under heading sub heading you/principal delegate tasks to teachers' in order to facilitate more students in minimum time and under sub heading You/Principal discuss the issues with the staff before taking a decision with the title heading of Delegation of Powers to Teachers. The data pertained to the Delegation of Powers to Teachers, contained 6 items out of which 4 were insignificantly associated. It meant that responses of the teachers and principals did not match on 4 responses, while two responses were found significantly associated.

4. Significant relationships were found between the teachers & principals responses under heading of You/Principal encourage to participate in various seminars, trainings and workshops etc. to learn the new methodologies for effective teaching and under heading of you/principal take help from different research findings to improve staff professional competencies with the title heading of Research to Enhance Learning for Best Academic Performance. The data pertained to the Research to Enhance Learning for Best Academic Performance, contained 6 items out of which 4 were insignificantly associated. It meant that responses of the teachers and principals did not match on 4 responses, while two responses were found significantly associated.

5. Significant relationship found under the sub heading You/Principal encourage teachers to resolve student's issues themselves under the title heading of Discipline Maintenance. The data pertained to the Discipline Maintenance, contained 8 items out of which 7 were insignificantly associated. It meant that responses of the teachers and principals did not match on 7 responses, while

only one response was found significantly associated.

6. Significant relationships were found between the teachers and principals responses, which were under subheading of You/Principal give orientation to newly admitted students about the school and teachers, under the subheading of You/Principal interpret data on students' progress to identify student's area of learning difficulties, under the subheading of You/Principal provide relevant information to students to enable them for intelligent choices for their future professions, under the subheading of You/Principal counsel students about the approaches to study effectively, under the subheading of You/Principal assign teachers to counsel students to develop their self-esteem, self-respect and honesty, under the subheading of You/Principal give incentives to students to improve academic performance e.g. (gifts, trophies etc.), under the subheading of You/Principal assign duties to the physical education teacher to train students how to cope with fire and other emergency situation under the subheading of You/Principal use techniques of guidance and counseling to stop bullying among students with the main heading of Guidance and Counseling. The data pertained to the Guidance and counseling, contained 11 items out of which 7 were insignificantly associated. It meant that responses of the teachers and principals did not match on 7 responses, while four responses were found significantly associated.

7. Significant relationship was found between the teachers'& principals' responses in the following tables. Under the subheading of You/Principal assess teachers regularly, under subheading Beside teaching, you/principal also focus on teacher's confidence and body language etc. under subheading of You/Principal ask teachers about classroom AV Aids, under subheading of You/Principal appreciate effective teachers in front of students and in staff meeting under the subheading You/Principal present critique on teachers' teaching weakness in staff meetings with the main title of Teacher Assessment for Effective Teaching. The data pertained to the teacher assessment for effective teaching, contained 10 items out of which 5 were insignificantly associated. It meant that responses of the teachers and principals did not match on 5 responses, while five responses were found significantly associated.

5.3 Conclusions

The majority of principals involved teachers in decision-making, goal-setting, and cooperation for the school's improvement plan. New students and novice teachers were given orientation. The majority of the principals worked on cost-cutting techniques. They delegated authority to teachers, entrusted them with responsibilities, and encouraged them to improve their performance and establish a sense of belonging. Workshops and seminars, and professional development are organized by some of the principals. Most teachers believed that principals created a positive learning environment, organized PTM, evaluate staff, and provide orientation for new students and novice

teachers. However, some teachers believed that principals occasionally involved teachers in decision-making and some principals are unconcerned about cost-cutting techniques. Their libraries are inadequately stocked, teachers are rarely involved in decision-making, and instructional materials are limited. Some teachers opined that principals delegate authority, while others believe that appraisal and encouragement are undervalued, and that teachers' participation in discussions about student difficulties is uncommon. Although all principals were against corporal punishment, no preventive measures are defined/prescribed. Principals maintained discipline with the support of teachers, solve students' social difficulties, and address behavioral concerns.

Significant relationship was found between the following teachers' and principals' responses. You/Principal prepare proper schedule for day-to-day activities of the school, you/Principal Keep accurate financial information of the school, you/Principal assign teachers to counsel students to develop their self-esteem, self-respect and honesty & you/Principal give incentives to students to improve academic performance e.g. (gifts, trophies etc.).

Recommendations

1. The principals of the selected schools may endeavor to gain expertise in management skills related to engaging teachers in the decision-making process, arranging workshops and seminars to enhance their professional development, offering rewards to students, and guiding new staff and students.

2. The principals of the sampled schools may endeavor to gain expertise in management skills related to engaging teachers in the decision-making process, arranging workshops and seminars to enhance their professional development, offering rewards to students, and guiding new staff and students.

3. Analyze data on students' achievement and other school performance indicators to examine the relationship between principal managerial practices and students' outcomes. This can help to identify effective practices and strategies that can be used to improve students' academic achievement.

4. Principals may also collaborate with heads of departments and units to establish school budgets and involve stakeholders in raising funding for school improvement from both internal and external sources.

5. Principals may be prepared to value teaching and learning effectively, express the school's vision and goal to all stakeholders, manage available resources, foster a culture of trust with collaboration and place a premium on professional development.

6. Analyze data on students' achievement and other school performance indicators to examine the relationship between principal managerial practices and students' outcomes. This can help to identify effective practices and strategies that can be used to improve students' academic achievement.

7. The government may offer induction sessions for individuals

promoted to the post of principal in order to familiarize them with necessary information in management practices of the school.

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