



Volume and Issues Obtainable at Center for Sustainability Research and Consultancy

Journal of Business and Social Review in Emerging Economies

ISSN: 2519-089X (E): 2519-0326

Volume 6: Issue 3 September 2020

Journal homepage: www.publishing.globalcsrc.org/jbsee

Influences of Head Teachers Managerial Skills on Pupils Academic Performance at Secondary School Level

¹Hina Munir, ²Uzma Quraishi, ³Inza Shokat

¹Assistant professor, Department of Education, The Women University Multan, Pakistan, hinamunnir@gmail.com

²Vice Chancellor, The Women University Multan, Pakistan

³MPhil Scholar, Department of Education, The Women University Multan, Pakistan

ARTICLE DETAILS

History

Revised format: August 2020

Available Online: September 2020

Keywords

Head Teachers Managerial skills, Academic Performance, Secondary school

JEL Classification

M40, M41

ABSTRACT

The aim of this study was to discover the influence of head teachers' managerial skills (Effective Communication, Motivation, Study Habit, interest, Human skills, Conceptual skills, Time Management skills, Leadership skills, Supervision) on students' Academic Performance at secondary school level. In this study, quantitative research design was applied by the researcher. Moreover, purposive sampling technique was used by distributing the questionnaires among sample of 239 students and 206 teachers of Government secondary school in Multan District. While analyzing the data Z-test, Pearson Correlation, and Multiple Linear Regressions were applied in order to explore the influences of head teacher's managerial skills upon the students' academic performance. The findings of the study indicated that all the factors were highly correlated with each other and with students' academic performance. Multiple Regression Model showed that all the independent variables have positive influence on the dependent variables and all these factors were statistically significant with respect to the students' Academic Performance.



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Corresponding author's email address: hinamunnir@gmail.com

Recommended citation: Munir, H., Quraishi, U., & Shokat, I. (2020). Influences of Head Teachers Managerial skills on pupils Academic Performance at Secondary School Level. *Journal of Business and Social Review in Emerging Economies*, 6(3), 1099-1109

1. Introduction

All institution seeks to improve productivity by concentrating emphasis on managerial effectiveness that aims to help managers get the best out of their staff just as themselves. Olorisade (2011) contends that every entity serves to achieve an aim in the society as a whole that is generally specified as goals or objectives. Similar is the case in public high schools too. Mintzberg et al (2010) define a manager is someone having an impact in the organization on others, may be the president, prime minister, organization executive, director, official, administrator, headmaster/headmistress, etc. In regard to this matter, the school's head is the boss who has a range of attributes to handle. Managers may directly affect the mindset, motivation and actions of the staff towards work and goals involvement. A school can only expect to with stand improvements if there are good management styles and behavior, because an

organization's success relies on the full assistance of staff, consumers (pupils), community and investors. A manager requires special skills in order to deal with them effectively and achieve his goals.

The School's Head holds a very significant role in the creation of an educational institution. Being an executive he/she must be visionary leader for his school's future. Therefore he / she seek the faculty's encouragement to direct their professional resources towards achieving specific school goals and student learning needs. His / her job is significant and relies on his / her involvement in endeavor to improve the school. His / her leadership role diverges as of the manager because the resource is planned, organized and controlled by a manager. Leaders have the power to influence and empower others to accomplish organizational objectives, affecting subordinate minds that are properly influenced by their personalities following their leaders.

Educational objectives can be met through educational management by applying management principals in the planning, creation and impact of resources in secondary schools. Education takes place in our schools and national educational objectives' achievement or failure is decided there (Orora, 2003). Accomplishment of this goal requires applying appropriate management skills by school executives. Any secondary school's head teacher has a vital responsibility in the classroom to perform administrative duties. The attainment of intended educational goals results from optimal school's management therefore relies on the head teacher's working with all teachers to optimize their expertise in the field. The head teacher's insightful and virtuous inputs are more likely to enhance instructor guidance and performance in the school. Drucker (2001) considers these contributions as essential characteristics of school managers because among other things, their leadership roles allow them to have knowledge of personnel management. Throughout the case of a school head teacher with the management obligation of a teacher team this is vindicate.

The skills of the head teacher in school management affect the school's actions on teachers' way of teaching, how often pupils acquire knowledge and the overall success of the school. The reason is that with the approval of the head teacher, the large proportions of crucial decisions taken within the schools are taken. Teachers carefully monitor whether the desired educational outcomes are being obtained or not. Nevertheless, they look forward adequate conditions to be given for effective teaching and learning (Mbiti, 1974). It is the responsibility of school principals to remove managerial limitations preventing teachers from maximizing their attempts of serving pupils. It's important to remember that teachers are the school's core players and the primary causal factors of school success. Control of teachers in schools is based on head teachers who are responsible for generating and increasing the efficiency of every teacher. According to Holmes (2000) management activities in a school set-up relate to the manner in which a school principal uses human resources and other resources and encourages – the highest interest and the manner in which the school operate with its governing body. We often refer to strategies or approaches which have been found to be the most efficient and realistic means of achieving an objective and making the best use of the resources of their companies. The key question is – to what degree will management activities of the principal play in the academic achievement of the student School leadership practices and values are no different from those about leadership at other organizations. The principal is important if other facets of a school are to work effectively.

Research Marvel and Morton (2006) conducted in the U.S. described the principal as the most powerful single person in a school. It is the principals 'management practices that set the school's style, the teaching climate, the level of professionalism, the teachers' morale, and the degree of concern about what may or may not become of students of school. The community and school are connected through the active role of the principal and the manner in which he / she act in this dimension mostly influences the attitudes of students and parents about the school. Seashore and Leithood (2010) noted that if a school environment is vibrant, creative and focused on children, having reputation for teaching excellence; if the performance of students is better, and the management practices of the principal can be regarded as impacting factor by anyone.

Karen and Kenneth (2004) agree that, among other main functions, principals shape a vision of academic success for all students, build an environment that is hospitable to education, foster leadership in others, and strengthen teaching, managing people and data processes to improve the schools. Improving school leadership is high on the list of

priorities for school changes today; a comprehensive 2010 report by the Wallace found leadership as one of the most pressing issues on a list of concerns in public school education. According to Andrews (2008) in any school principals, assistant directors, teachers, and parents have a varied patterns of leadership but the principal serves as main leader.

Writing on leadership, Andrews (2008) wrote about leadership that successful directors set up a school-wide framework of dedication to high expectations and all students' achievement as per their responsibilities. Anderson and Seashore (2004) further argued that a successful principal ensures that the faculty picks up on the notion of academic achievement for everyone and embraces an extensive learning development program focusing on student progress goals. Principals who are rated high by teachers for developing a positive educational environment in their schools often rated high than other faculty members for spurring leadership. According to work by Seashore and Leithood from the University of Minnesota and Toronto University (2004) these scholars have found the successful leadership from all –Principals, influential teachers, staff teams, and others – are linked to better student math and reading test performance. They concluded that in all schools, principals have the greatest influence on decisions. They are not losing influence, however, as others gain. In reality, higher-performing schools gave the stakeholders greater control. Principals themselves agree almost unanimously on the value of a variety of different activities, including keeping track of professional development needs of teachers and tracking teachers working in the classroom; identifying and discussing what is going well and what is not. We also change the pattern of the annual appraisal process to one of the current, informal encounters with teachers (Michael and Brandley, 2003).

Brandley and Michael (2003) summarized five of the principal's main responsibilities forming for all students a vision of academic success, one based on high academic standards, creating an environment hospitable to education with a view to ensuring stability, a cooperative spirit and other foundations of productive interaction. Develop leadership in others to encourage teachers and other adults to engage in the realization of the school vision; Improving teaching so that teachers can teach at their best and students can learn at their best. Managing information, data, and processes to enhance schooling's.

The role of head teacher is the central in making school a structured organization. His position at the school enables him to inspire his staff and raise the school's level of academic success. Head-teachers are strongly accountable for their students' academic achievements. The duty of handling human capital at their schools is assigned to head teachers. Their managerial conduct has substantial negative or positive effects. Good head teachers typically pay attention on preparing, organizing and promoting the work without neglecting their interpersonal relations with the supporting staff and the student body.

In their studies Andrews, (2000) found that the Head teacher's management methods more clearly assess More successful head teachers are likely to set high performance expectations for their schools and increase students success the effective use of instructional time within the classroom Studies carried out by Brookover (2001) found that schools with high performance are operated by head teachers who practice assertive leadership, whereas poor schools are run by head teachers who are overwhelmed with administrative information that render them unwilling to participate in leadership activities. Such studies emphasize that head teachers' managerial activities are critical in deciding the success of the schools in national exams. Evidence from recent Leithood studies (2010) indicates that organizational management of schools significantly affects the academic results of schools' students. So what the head teachers, teachers and students do in schools and classrooms, that is, how they spend their time in schools, how they pursue their goals and how they interact greatly determines the performance of the students in national exams. Team spirit is encouraged by the head teachers in high performing schools. There is an environment of order and safety which encourages learning and teaching.

2. Objectives of the Study

This research's general goal was to investigate the Influences of Head Teachers Managerial skills on pupil's academic performance at secondary school level in District Multan.

The study's objectives were:

1. To determine the influence of head teachers' managerial skills on students 'academic performance at secondary school level.
2. To found the influence of motivation by head teachers on students 'academic performance at secondary school level.
3. To explore the effect of effective communication of head teachers on students 'academic performance at secondary school level.

3. Research Questions

The study was led by the following research questions:

1. How does the head teachers' level of managerial skill affect students' academic performance?
2. In which way does the head teachers' motivation in school affect students' academic performance?
3. What is the effect of effective communication of head teachers on students' academic performance at secondary school level?

4. Research Design

Detailed survey design was used by the researcher to examine the impact of management activities by the head teachers on the academic performance of the students in District Multan. According to Kool (1993).s Descriptive survey is the only way by which views, behaviors and feedback can be gathered to enhance educational practices and instructions. Since the analysis covered several respondents, the most suitable method for the descriptive survey. Student performance was considered the dependent variable while the independent variable was management skills of the head teachers. The aim of the analysis was to establish the here and now facts, as well as facts not yet discussed about the phenomenon. Exploratory analysis helps the researcher to explore the issue in both descriptive and inferential explorative ways. This explores the issue by analyzing the views of various sets of respondents, as well as analyzing the study-related literatures.

5. Population of the Study

The population of focus was the teachers for Government high school in Multan District was an appropriately defined category of individuals from which a researcher select a sample and to which the sample result are generalized. Because of their roles as overseers of management activities in their respective schools so, teachers of schools were chosen. They were required to provide adequate information about task management skills in District Multan secondary schools.

6. Sampling

The main study participants were teachers of the secondary schools and students in District Multan. A sample is the selection of respondents chosen from a wider population for survey purposes (Zikmund, 2002, Maxwell, 1996) . For this study 30 high schools were sampled to represent for District Multan. Ten (10) schools were selected randomly, from which the respondents were chosen. The sample also included the teachers in each school whose teachers were drawn at random depending on the number of teachers available in each school. Teachers were also randomly selected Purpose sampling involved the selection of those participants who described the desired characteristics or elements and thus the potential of providing the right information purposeful sampling is an opportunity based on previous knowledge of a population and specific purpose of the research investigators to select a sample for use in personal judgments. The purposive sampling technique was employed in this study to Govt. School teachers. By simple random sampling, teachers were selected based on their involvement in school management. They were chosen from all schools according to the number of teachers located in the given school.

A sample may be assumed to be a segment of a population, chosen for analysis Bryman and Bell (2003). To get the sample of the study 15 schools were selected from 30 high secondary school located in Multan District. From selected 15 schools all teachers were taken conveniently as a sample of the study. So, 206 teachers were selected as a sample of the students, 20 students were selected from each school conveniently. So, Total 300 students were selected as a sample of the study. But return rate was 239 students. So, total sample of the study was 239 high secondary school

students.

Sample description shows in the following table

Sr. no	School	Students	Teachers
1	15	239	206

7. Instrument Development

The researcher collected data using questionnaires. According to Kerlinger (1986) questionnaires was a good instrument for collecting data, as they provide well-thought-out responses, and eye is also successful when using a broad sample. Two questionnaires were developed according to the objectives of the study. To explore the managerial skills of head teachers 'A Questionnaire for managerial skills' was developed after in depth Sirohi (2004), Akiri and Ugborugbo (2009) review of related literature. To get the responses for students 'A questionnaire for academic performance' was developed after in depth Ijaiya (2006), Asikhia (2010) review of related literature. A questionnaire for managerial skills was divided into 2 sections as follows A: Demographic data B: Factors for managerial skills Human skills, Conceptual skills, Time management skills, Leadership skills, Communication skills, Supervision, Motivation, Academic performance as well as a questionnaire for academic performance also comprised 2 sections as follows The questionnaire was also made into 2 sections as follows: A: Demographic data, B: factors for academic performance, i.e. Academic performance, Motivation, Effective Communication, Interest, Study habits. There were 18 statements in the students' questionnaire and 35 in teachers' questionnaire and the statements of each questionnaire were related to each specific factor. Each questionnaire based on likert scale and responses range from strongly disagrees to strongly agree and marks assign for each response range from 5 to 1 which also shows in the following table. Respondents marked a tick in the right responses from the key given inform of; SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree. The key for assigning five, four, three, two and one marks for the responses respectively.

8. Data Analysis

8.1 Test Results of Questions

R_Q: What is the significant to find out the relationship between head teachers' managerial skills and academic performance of students'?

To find out the relationship between head teachers' managerial skills and academic performance of students'. Correlation was applied and results are shown in the following table.

Table 1 Correlation of different factors of head teachers' managerial skills influencing academic performance of secondary school students'.

		Academic Performance	Motivation	Effective Communication	Interest	Study habits
Academic Performance	Pearson Correlation	1	.345**	.455**	.464**	.506**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	250	250	250	250	250
Motivation	Pearson Correlation	.345**	1	.576**	.311**	.432**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	250	250	250	250	250
Effective Communication	Pearson Correlation	.455**	.576**	1	.240**	.417**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	250	250	250	250	250
Interest	Pearson Correlation	.464**	.311**	.240**	1	.709**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	250	250	250	250	250

Study habits	Pearson Correlation	.506**	.432**	.417**	.709**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	250	250	250	250	250

P<0.05

The results revealed that academic performance was significantly positively correlated with motivation (.345) effective communication (.455) and interest (.464) and study habits (.506) While, motivation was significantly positively correlated with academic performance (.345), effective communication (.576), interest (.311) and study habits (.432) and effective communication was significantly positively correlated with academic performance (.455), motivation .576), interest (.240) and study habits(.417). Interest was also significantly positively correlated with academic performance (.464), motivation (.311), effective communication (.240) and study habits (.709). The results showed that study habit was significantly positively correlated with academic performance (.506), motivation (.432), effective communication (.417) and interest (.709). It is also described that a statistically positive correlation among all the influencing factors of head teachers' managerial skills and students' academic performance exists.

Table 2

RQ: What is the difference between the opinions of 9th and 10th class students' towards the factors of their head teachers' motivation on student academic performance?

	Class	N	Mean	Std. Deviation	Z	Df	p-value
Academic Performance	9 Class	17	18.35	2.317	1.672	248	.096
	10 Class	233	17.33	2.442			
Motivation	9 Class	17	12.29	1.649	1.694	248	.091
	10 Class	233	11.26	2.470			
Effective Communication	9 Class	17	13.53	2.649	3.008	248	.003
	10 Class	233	11.70	2.398			
Interest	9 Class	17	14.71	.470	2.371	248	.019
	10 Class	233	13.67	1.787			
Study habits	9 Class	17	23.29	2.114	2.392	248	.017
	10 Class	233	21.33	3.332			

Table expresses that 9 classes have more positive response than 10 classes. There is no significance difference between groups, Academic performance and motivation. This table also expresses that 9 classes have more positive response than 10 classes. There is significance difference between groups, effective communication, and interest and study habits.

Table 3

RQ: What is the significant difference between the opinions of 9th and 10th class students' towards their head teachers' motivation on student academic performance?

	Class	N	Mean	Std. Deviation	Z	Df	p-value
Overall	9 Class	17	82.1765	5.97113	2.981	248	.003
	10 Class	233	75.3004	9.36312			

This table shows that the mean value of 9th class 82.1765 and 10th class mean value is 75.3004 respectively. The mean value of 9th class is greater than 10th class which shows that 9th class is higher than 10th class at the level of significance. It means there is a significant difference among the opinions of students' from both classes towards their head teachers' managerial skills.

RQ: What is the effect of effective communication of head teachers on student academic performance?

	B	Std. Error	Beta	T	Sig.
(Constant)	5.795	1.065		5.440	.000
Motivation	.003	.065	.003	.046	.963
Effective Communication	.309	.064	.310	4.799	.000
Interest	.344	.102	.246	3.379	.001
Study habits	.148	.058	.200	2.544	.012

*p<0.05, R=0.59.8, R²=0.358, Adjusted R²=0.347, F=12.11, df=34.143

Above table shows liner regression analysis results of academic achievement and independent variables motivation, effective communication, interest and study habits among students. The R²=35.8 shows there is significant effect of independent variables effective communication, interest and study habits on students at the level of significance 0.05. On the others hand there is non-significant effect of independent variables motivation on students at the level of significance 0.05.

9. Correlation of different factors of head teachers’ managerial skills influencing academic performance of secondary school students.

One of the bases for this investigation was to find out the correlation between head teachers’ managerial skills on students’ academic performance. Factors of head teachers’ managerial skills (Human skills, Conceptual skills, Time Management skills, Leadership skills, Communication skills, Supervision, Motivation, and Academic Performance) were observed with the students’ academic performance. So, the results of head teachers’ managerial skills and students’ academic performance have relationship or not, are based on research questions.

RQ: What is the significant relationship to find out between head teachers’ managerial skills and the academic performance of students’?

To find out the significant relationship between head teachers’ managerial skills and academic performance of students correlation was applied and results are shown in the following table.

		Human Skills	Conceptual Skills	Time management Skills	Leadership Skills	Communication Skills	Supervision	Motivatio n	Academic Performanc e
Human Skills	Pearson	1	.632**	.510**	.480**	.536**	.463**	.410**	.569**
	Correlation Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	250	250	250	250	250	250	250	250
Conceptual Skills	Pearson	.632**	1	.667**	.663**	.751**	.720**	.504**	.784**
	Correlation Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	250	250	250	250	250	250	250	250
Time managem nt Skills	Pearson	.510**	.667**	1	.526**	.663**	.493**	.416**	.728**
	Correlation Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	250	250	250	250	250	250	250	250
Leadership Skills	Pearson	.480**	.663**	.526**	1	.702**	.560**	.450**	.642**
	Correlation Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	250	250	250	250	250	250	250	250

Communication Skills	Pearson Correlation		.536**	.751**	.663**	.702**	1	.676**	.593**	.785**
	Sig. (2-tailed)		.000	.000	.000	.000		.000	.000	.000
	N		250	250	250	250	250	250	250	250
Supervision	Pearson Correlation		.463**	.720**	.493**	.560**	.676**	1	.587**	.670**
	Sig. (2-tailed)		.000	.000	.000	.000	.000		.000	.000
	N		250	250	250	250	250	250	250	250
Motivation	Pearson Correlation		.410**	.504**	.416**	.450**	.593**	.587**	1	.613**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000		.000
	N		250	250	250	250	250	250	250	250
Academic Performance	Pearson Correlation		.569**	.784**	.728**	.642**	.785**	.670**	.613**	1
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	
	N		250	250	250	250	250	250	250	250

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

The result revealed that Human skills was significantly positively correlated with Conceptual skills(.632), time management(.510), leadership skills(.480), communication skills(.536), supervision(.463) and motivation(.410), Academic Performance(.569). While Conceptual skills were significantly positively correlated with human skills (.632), , time management skills (.667), leadership skills (.663), communication skills (.751), supervision (.720), motivation (.504), academic performance (.784), Time management skills was significantly positively correlated with human skills (.510), conceptual skills (.667), leadership skills (.526), communication skills (.663), supervision (.493), motivation (.416), academic performance (.728). Leadership skills significantly positively correlated with human skills (.480), conceptual skills (.663), time management skills (.526) communication skills (.702), supervision (.560), motivation (.450), was also significantly positively correlated with academic performance (.642). Communication skills was also significantly positively correlated with human skills (.536), conceptual skills (.751), time management skills (.663), leadership skills (.702), supervision (.676), motivation (.593), academic performance (785). While supervision was significantly positively correlated with human skills (.463), conceptual skills (.720), time management skills (.493), leadership skills (.560) communication skills (.676), motivation (.587), academic performance (.670), and Motivation was also significantly positively correlated with human skills (.410), conceptual skills (.504), time management skills (.416), leadership skills (.450), communication skills (.593), supervision (.587), academic performance (.613), the result shows that academic performance was significantly positively correlated with human skills (.569), conceptual skills (.784), time management skills (.728), leadership skills (.642), communication skills (.785), supervision (.670) and motivation (.613). It also exhibits a statistically positive correlation between all the impacting factors of head teachers’ managerial skills and students’ academic performance.

RQ: What is the effect of effective communication of head teachers on student’s academic performance?

	B	Std. Error	Beta	T	Sig.
(Constant)	2.073	.735		2.820	.005
Human Skills	.047	.068	.028	.690	.491
Conceptual Skills	.215	.050	.259	4.273	.000
Time management Skills	.217	.037	.267	5.950	.000
Leadership Skills	.099	.090	.051	1.103	.271
Communication Skills	.248	.066	.220	3.771	.000

Supervision	.056	.046	.061	1.230	.220
Motivation	.125	.030	.171	4.171	.000

* $p < 0.05$, $R = 0.874$, $R^2 = 0.764$, Adjusted $R^2 = 0.758$, $F = 112.163$, $df = 249$

Above table shows liner regression analysis results of academic achievement and independent variables human skills, conceptual skills, time management, leadership skills, communication skills and motivation. The $R^2 = 76.4$ shows there is significant effect of independent variables effective conceptual skills, time management, communication skills and motivation at the level of significance 0.05. On the others hand there is non-significant effect of independent variables human skills and leadership skills at the level of significance 0.05.

10. Conclusion of the Study

Exploring the students' perceptions about the influence of Motivation, Effective communication, Study habits, Interest and teacher perception about the influence of Human skills, Time management skills, Conceptual skills, Communication skills, Leadership skills, Supervision, Motivation on student Academic performance (results) at secondary school level Multan was the main aim of this study.

- On the basis of research findings, the following conclusions are drawn;
- On the basis of students' perceptions, it is concluded that the majority of the students accepted that their head teachers requires that they will be regular and follow daily school routine and encouraged them to work hard to pass the examination and also require that all the lessons are taught every day.
- On the basis of students' perceptions, it is concluded that the majority of the students accepted that their head teachers appreciates them and write newsletter when they pass in exams and hold general meeting with parents to discuss about my academic progress and guide us.
- Most of the students accepted that their head teachers communicate with them through their class teacher and leaders and appreciate me to prepare myself for subject.
- On the basis of Pearson correlation results it was concluded that students academic performance(results) has statistically significant correlation with all the factors of Academic performance, Motivation, Effective communication, Interest, Study habits.
- On the basis of Z-test results it was concluded that 9th class have more positive effect then 10th class there was a significant difference between Effective communications, Interest, Study habits.
- On the basis of Z-test results it was concluded that 9th class have more positive opinion then 10th class there is non-significant difference between Academic performances, Motivation.
- On the basis of Z-test results it was concluded that there was a significant difference between 9th and 10th class.
- On the basis of Regression it was concluded that there is significant effect of independent variables effective communication, interest, study habits among students at the level of significance 0.05.
- On the basis of Regression it was concluded that there is no significant effect of independent variables motivation among students at the level of significance 0.05.
- Most of the teachers agreed that their head teacher have mission, vision and they know that a strategic plan is necessary for school progress.
- Large number of teachers agreed that the head know the value of school progress so that they set targets with the help of teachers and pupils should also be involved in setting these targets and head work hard for achieving these targets.
- Large number of teachers agreed that for better performance a school should have a calendar for the whole year activities and teacher should have timetable to attend all lessons.
- Majority of teachers acknowledged that their head teachers avoid using threats and demands and motivate the students to study with the help of own self in the absence of teachers and also organized tuition for better and extra study.
- By the value of Pearson correlation it is concluded that there is significant effect of independent variable effective Conceptual skills, Time management skills, Communication skills, and Motivation at the level of

significance 0.05. On the other hand there is non-significant effect of independent variables Human skills and Leadership skills at the level of significance 0.05.

11. Discussion

The conclusion of the current study indicated that there is a significant correlation between head teachers managerial skills and academic performance of secondary school students. The findings is relate to the (Grisson & Loeb, 2011; Water, Marzano, & McNulty, 2003) who found that there was highly positive significant correlation between the managerial skills of head teachers with the academic performance of students. The results of the present study displayed that head teachers' managerial skills has a great influence of students' academic performance. (Grisson & Loeb, 2011; Hallinger & Heck, 2004; Ontai-Machado, 2016).

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