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Relationship Between Head Teacher Effectiveness and School Performance at Secondary Level

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Abstract
This study conducted to find out the Relationship between Head teacher Effectiveness and School Performance at Secondary level in Kotli AJ&K. The purpose of this research is to identify head teachers effectiveness at secondary school level. To find out performance of schools at secondary level. To examine the relationship between head teachers effectiveness and school performance at secondary level. The population of the study consisted of all the government secondary school in District Kotli. Random sampling technique used for the selection of sample of Teachers (109). The current study was quantitative in nature. Descriptive research used to conduct the study and survey method conducted for data collection. A five-point Likert scale questionnaire used as a tool in this study. The questionnaire validated from five expert of the department of education. University of Kotli Azad Jammu and Kashmir. The researcher personally visited the Government schools of Kotli Azad Jammu and Kashmir and collected the data. Statistical package for Social Science software (SPSS) used for the analysis of data. The researcher applied frequency, percentage, mean and standard deviation for the analysis of data. The researcher also applied correlation analysis. It is concluded that teachers feel when their energy is low and take a short break to boosts themselves. They also admit that if they make mistakes then they are ready for apologize. Furthermore, teachers think clearly before expressing their opinions about related information and also let go sadness anger, or fears from the past and move on. It is recommended that school administrators may adopt a management approach in which all teachers can express their opinions and suggestions clearly, and the diversities of individuals are seen as a wealth.
Keywords: Head teacher Effectiveness, School Performance.

Introduction
Education is a learning process for the individual to attain knowledge and understanding of the higher specific objects and specific. The knowledge gained formally resulting individual has a pattern of thought and behavior in accordance with the education they have gained (Taber, 2013).The head teacher of a school is a staff member having the highest responsibility for the management of the

school. A headmaster is also known as the head teacher, principal, or school director depending on the country. They can be considered the managing supervisor of the school and provide leadership and vision to all the stakeholders. They are responsible for providing a safe and peaceful environment for the mission of educating and learning at the highest level. They are responsible for guiding the day-to-day school activities and overseeing all the business and administration taking place within the school. However, their responsibilities do not end here (Hughes, 2015).

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The role of the head teacher in planning starts before the school opens. They are responsible for laying down the policies and rules of admission for students. They have to make public the dates of admission and convene meetings with the staff to discuss their programs and activities for the entire year. As we covered in the section above, the role comes with an enormous amount of responsibility and pressure. It's very important for head teachers to be able to deal with whatever situations arise in school on a daily basis (Noddings, 2017).

Many principals gain this experience by working as teachers for many years beforehand. Having extensive experience working in schools helps head teachers to understand and empathize with their staff and students. It also enables them to refer back to their own experience to understand the best ways to deal with problems. There are a variety of important skills that a head teacher should possess to be successful in their role, including strong knowledge of teaching, Good leadership skills, excellent time management abilities, being approachable to parents, staff, and pupils, great interpersonal skills, being organized, effective communication skills, having the ability to be firm when necessary, being able to work as part of a diverse team (Day, Sammons &Gorgen, 2020).

A Head teacher creates a positive and appropriate learning environment through the management of a school. Their duties include helping deliver the highest standard of education to the students, supporting teachers and staff and ensuring an overall safe and successful school environment. A Head teacher must be prepared to face a wide range of challenges and responsibilities daily. They should be able to communicate in public and spend time on their own completing administrative assignments (Komalasari, Arafat, &Mulyadi, 2020).

The role of head teachers for teaching staff is to selecting, training, supporting and assessing staff and to enhance their professional development by providing guidance to staff to help resolve issues with students. The qualification of teachers in secondary school plays a significant role in improvement of academic performance of students. Educational qualification of teacher leads to the effectiveness of teacher' content mastery as all in all helps in promotion of students' grades (Kleickmann, Richter, Kunter,Elsner, Besser, Krauss&Baumert, 2013).

The working experience of head teachers is also viewed as the key indicator in the promotion of schooling system where schools experience to have a high level of

students' completion. Nevertheless, the content mastery of teachers also promotes the active learning which also leads to the improved students' scores in class assignment (Toropova, Myrberg&Johansson, 2021).Every society thrives and progresses through the hard work of talented and learned people. The developed countries all over the world have achieved supremacy through research and education. Effective supervision and administration play a fundamental role in the learning process. The objective of this study was to identify the serious administrative problems of head teachers in secondary schools. The results of the study reveals that the heads teachers of educational institution are facing problems like, shortage of teaching aid material, political pressure, shortage of funds and parent's attitude.

Material and Methods
The study was quantitative in nature, so the researcher used descriptive method of research in this study. In descriptive method the researcher used cross-sectional survey for data collection. All the teachers of secondary level in District Kotli AJ&K were selected as the population of the study which were approximately 146.In this study sample constitute 109 teachers of secondary school level in Kotli. Teachers were selected using convenient sampling technique from the population of the study. The sample was selected according to the Gay (2001) table. Questionnaire was developing as a research instrument to collect the data from the respondents. Researcher constructed five-point Likert-scale questionnaires. The Questionnaires were validated by three experts of the department of education in university of Kotli AJ&K. The questionnaires were found valid. Necessary amendments were made in questionnaires. Reliability of instrument was checked by Cronbach's Alpha value with the help of statistical package for social science software (SPSS). This was done to make sure that there were no ambiguities in the questionnaire's items. Reliability co-efficient of Cronbach's Alpha was 0.647. This was a reliable index for administration of tool to the selected sample.Data were collected in the arrangement of personal visits. The researcher got permission from the school's heads and then distributed the questionnaires to the respondents. The researcher also guided the secondary school teachers regarding the questionnaires and then they filled it. Data from respondent were collected with the help of head teachers. Collected data were analyzed in order to draw conclusion. Data were analyzed through SPSS version 20 by using Mean Score and Mean of means scores and correlation coefficient.

Results
Table 01 Descriptive Analysis of Instructional Leadership

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
1	Head teacher is confident to complete established goals.	00	00	00	9 (8.3)	100 (91.7)	4.92	2.207
2	Head teacher gathers different types of data about school for school	00	00	1 (0.9)	45 (41.3)	63 (57.8)	4.57	2.127

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	improvement.							
3	Head teacher discusses effective teaching practices with staff members.	00	1 (0.9)	4 (3.7)	43 (39.4)	61 (56)	4.50	2.111
4	Head teacher creates opportunities for collaboration among teachers.	00	5 (4.6)	5 (4.6)	47 (43.1)	52 (47.7)	4.34	2.073
5	Head teacher protects classroom instructional time from outside interruptions.	1 (0.9)	2 (1.8)	3 (2.8)	41 (37.6)	62 (56.9)	4.48	2.106

Table 1 shows the descriptive analysis of instructional leadership. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 100% (8.3% SA + 91.7% SDA) were disagreed that my head teacher is confident to complete established goals. Moreover, mean score (4.92) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 90.8% (43.1% DA+ 47.7% SDA) teacherswere disagree about the statement that my head teacher creates opportunities for collaboration among teachers. Moreover, mean score (4.34) also reflects in the favor of statement.

Table 02 Descriptive Analysis of School Climate

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
6	My head teacher involves all stakeholders in the school decisions for school improvements.	1 (0.9)	00	2 (1.8)	26 (23.9)	80 (73.4)	4.69	2.155
7	My head teacher creates a positive learning environment.	00	5 (4.6)	1 (0.9)	43 (39.4)	60 (55)	4.45	2.099
8	My head teacher maintains a respectful relationship with staff members, students and parents.	1 (0.9)	2 (1.8)	5 (4.6)	40 (36.7)	61 (56)	4.45	2.099
9	My head teacher manages conflicts and crises effectively.	2 (1.8)	2 (1.8)	3 (2.8)	57 (52.3)	45 (41.3)	4.29	2.061

| 10 | My head teacher monitors internal factors that can affect school. | 1 (0.9) | 2 (1.8) | 1 (0.9) | 50 (45.9) | 55 (50.5) | 4.43 | 2.095 |
| 11 | My head teacher monitors external factor that can affect school. | 00 | 2 (1.8) | 4 (3.7) | 53 (48.6) | 50 (45.9) | 4.39 | 2.085 |

Table 2 shows the descriptive analysis of school climate. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 97.3% (23.9% SA + 73.4% SDA) were disagreed that my head teacher involves all stakeholders in the school decisions for school improvements. Moreover, mean score (4.69) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 99.6% (52.3% DA+ 47.3% SDA) teacherswere disagree about the statement that my head teacher manages conflicts and crises effectively. Moreover, mean score (4.29) also reflects in the favor of statement.

Table 03 Descriptive Analysis of Teacher Evaluation

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
12	My head teacher focuses on both improvement and accountability in evaluating teachers.	00	00	2 (1.8)	4 (3.7)	103 (94.5)	4.60	2.134
13	My head teacher communicates with teachers during the evaluation process.	00	00	3 (2.8)	13 (11.9)	93 (85.3)	4.83	2.187
14	My head teacher Evaluates teachers objectively.	00	00	3 (2.8)	22 (20.2)	84 (77.1)	4.74	2.167
15	My head teacher provides clear remediable actions to the teachers in case of deficiencies.	1 (0.9)	2 (1.8)	3 (2.8)	56 (51.4)	47 (43.1)	4.34	2.073
16	My head teacher follows official procedural process while evaluating teachers.	00	1 (0.9)	5 (4.6)	61 (56)	42 (38.5)	4.32	2.068

Table 3 shows the descriptive analysis of teacher evaluation. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 97.2% (11.9% DA + 85.3% SDA) were

disagreed that my head teacher communicates with teachers during the evaluation process. Moreover, mean score (4.83) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 94.5% (56% DA+ 38.5% SDA) teachers were disagree about the statement that my head teacher follows official procedural process while evaluating teachers. Moreover, mean score (4.32) also reflects in the favor of statement.

Table 04 Descriptive Analysis of Organizational Management

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
17	My head teacher provides procedures and routines to create an orderly environment.	00	1 (0.9)	2 (1.8)	33 (30.3)	73 (67)	4.61	2.137
18	My head teacher provides clear rules and routines for staff and students.	1 (0.9)	4 (3.7)	1 (0.9)	45 (41.3)	58 (53.2)	4.42	2.092
19	My head teacher manages routine matters of school effectively.	00	3 (2.8)	8 (7.3)	50 (45.9)	48 (44)	4.31	2.066
20	My head teacher maintains school budgets appropriately.	00	7 (6.4)	6 (5.5)	53 (48.6)	43 (39.4)	4.21	2.042
21	My head teacher provides technology resources for use in instruction	00	4 (3.7)	4 (3.7)	51 (46.8)	50 (45.9)	4.35	2.076

Table 4 shows the descriptive analysis of organizational management. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 97.3% (30.3% DA + 67% SDA) were disagreed that my head teacher provides procedures and routines to create an orderly environment. Moreover, mean score (4.61) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 88% (48.6% DA+ 39.4% SDA) teachers were disagree about the statement that my head teacher maintains school budgets appropriately. Moreover, mean score (4.21) also reflects in the favor of statement.

Table 05 Descriptive Analysis of Communication and Community Relations

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
22	My head teacher listens to	1 (0.9)	1 (0.9)	3 (2.8)	22 (20.2)	82 (75.2)	4.68	2.153

	stakeholders, suggestions through meetings.						
23	My head teacher uses suggestions of stakeholders appropriately.	00	4 (3.7)	1 (0.9)	30 (27.5)	74 (67.9)	4.60	2.134
24	My head teacher gathers input from parents and community for decision making through meetings.	00	5 (4.6)	9 (8.3)	43 (39.4)	52 (47.7)	4.30	2.064
25	My head teacher increases parent involvement through involving in decision making.	00	00	5 (4.6)	56 (51.4)	48 (44)	4.35	2.076
26	My head teacher makes connections with community members for school betterment.	3 (2.8)	2 (1.8)	3 (2.8)	45 (41.3)	56 (51.4)	4.37	2.080

Table 5 shows the descriptive analysis of communication and community relations. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 95.4% (20.2% DA + 75.2% SDA) were disagreed that my head teacher listens to stakeholders, suggestions through meetings. Moreover, mean score (4.68) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 91.4% (51.4% DA+ 44% SDA) teacherswere disagree about the statement that my head teacher increases parent involvement through involving in decision making. Moreover, mean score (4.35) also reflects in the favor of statement.

Part (B) School Performance
Table 06 Descriptive Analysis of Teacher presence

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
27	Teacher's presence is important for making students' grades.	00	00	3 (2.8)	11 (10.1)	95 (87.2)	4.84	2.189
28	Teachers' presence helps students to maintain their progress.	00	2 (1.8)	3 (2.8)	28 (25.7)	75 (69.7)	4.63	2.141
29	Teacher's presence helps student to maintain proper	00	5 (5.6)	3 (2.8)	48 (44)	53 (48.6)	4.37	2.080

	discipline.							
30	Teacher's presence influences overall class room environment.	00	3 (2.8)	6 (5.5)	62 (56.9)	38 (34.9)	4.24	2.049
31	Teacher's presence positively impacts the students learning experiences.	00	3 (2.8)	5 (4.6)	51 (46.8)	50 (45.9)	4.36	2.078

Table 6 shows the descriptive analysis of teacher presence. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 97.3% (10.1% DA + 87.2% SDA) were disagreed that Teacher's presence is important for making students' grades.Moreover, mean score (4.84) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 91.8% (56.9% DA+ 34.9% SDA) teachers were disagree about the statement that Teacher's presence influences overall class room environment. Moreover, mean score (4.24) also reflects in the favor of statement.

Table 07 Descriptive Analysis of Student presence

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
32	The students' performance is dependent on the students' attendance.	00	2 (1.8)	3 (2.8)	21 (19.3)	83 (76.1)	4.70	2.157
33	The students who remain mostly present, perform better than absent students.	00	5 (4.6)	10 (9.2)	32 (29.4)	62 (56.9)	4.39	2.085
34	Your school has a proper checkup for attendance of the students.	1 (0.9)	5 (4.6)	3 (2.8)	45 (41.3)	55 (50.5)	4.36	2.078
35	Head teacher give strict instruction to make sure the student's attendance	00	6 (5.5)	5 (5.5)	48 (44)	49 (45)	4.28	2.059
36	The students' performance is dependent on the attendance.	00	4 (3.7)	3 (2.8)	51 (46.8)	51 (46.8)	4.37	2.080

Table 7 shows the descriptive analysis of student's presence. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 95.4% (19.3% DA + 76.1% SDA) were disagreed that the students' performance is dependent on the students' attendance. Moreover, mean score (4.70) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 89% (44% DA+ 45% SDA) teachers were disagree about the statement that head teacher give strict instruction to make sure the student's attendance. Moreover, mean score (4.28) also reflects in the favor of statement.

Table 08 Descriptive Analysis of Functioning of Facilities

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
37	Adequate washroom facilities or available for staff and students.	2 (1.8)	13 (11.9)	13 (11.9)	12 (11)	69 (63.3)	4.22	2.044
38	A.V.Aids are available in classroom.	1 (0.9)	24 (22)	16 (14.7)	25 (22.9)	43 (39.4)	3.78	1.935
39	The school ground is neat and clean and functioning for games.	00	17 (15.6)	11 (10.1)	34 (31.2)	47 (43.1)	4.02	1.995
40	Clean drinking is available in school.	2 (1.8)	5 (4.6)	11 (10.1)	38 (34.9)	53 (48.6)	4.24	2.049

Table 8 shows the descriptive analysis of functioning of facilities. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 83.5% (34.9% DA + 48.6% SDA) were disagreed that clean drinking is available in school.Moreover, mean score (4.24) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 62.3% (22.9% DA+ 39.4% SDA) teacherswere disagree about the statement that AV Aids are available in classroom. Moreover, mean score (3.78) also reflects in the favor of statement.

Table 09 Descriptive Analysis of School cleanliness

S.#	Statements	SA	A	PA	D	SDA	Mean	St. deviation
41	School provides enough trash bins in accessible areas.	2 (1.8)	2 (1.8)	8 (7.3)	9 (8.3)	88 (80.7)	4.64	2.144
42	The cleanliness of school affects the health and	1 (0.9)	3 (2.8)	8 (7.3)	44 (40.4)	53 (48.6)	4.33	2.071

	safety of the students.						
43	Teacher and staff actively promote cleanliness among students.	1 (0.9)	4 (3.7)	7 (6.4)	44 (40.4)	53 (48.6)	4.32	2.068
44	The school take appropriate measures for pest control.	4 (3.7)	4 (3.7)	6 (5.5)	47 (43.1)	48 (44)	4.20	2.039

Table 9 shows the descriptive analysis of school cleanliness. The table further indicated that the respondents were not agreed with all the statements. Furthermore, the majority of the teachers 89% (8.3% DA + 80.7% SDA) were disagreed that school provides enough trash bins in accessible areas.Moreover, mean score (4.64) also reflects in the favor of statement. On the other hand, the lowest statement in this table also depicted that 83.1% (43.1% DA+ 44% SDA) teacherswere disagree about the statement that the school take appropriate measures for pest control. Moreover, mean score (4.20) also reflects in the favor of statement.

Table10 Descriptive Analysis of Students Achievement

Students Achievements	N	Minimum	Maximum	Mean	Std. Deviation
Student achievement 2021	109	46	100	80.26	16.897
Student achievement 2022	109	36	100	80.91	13.697
Average students Achievements	109	41.00	99.33	80.7616	11.75708

Table 10 indicated that there is significant relationship of student's achievement. The mean score of student's achievement in 2021 was 80.26. The mean score of student's achievements in 2022 was 80.91. The total average of student's achievements was 80.76.

Correlation Analysis
Table 11 Correlation between head teacher effectiveness and school performance

	Mean	SD	R	P
Head teacher effectiveness	19.60	3.633	0.647	0.000
School Performance	73.71	7.007		

Table 11 shows the results of Pearson's Correlation used to find out correlation between head teacher effectiveness and school performance. The result indicated that there was a significant relationship between head teacher effectiveness (M=19.60, SD=3.633) and school performance (M=73.71, SD=7.007) of students. Table 4.11 further indicated there was a moderate and positive relationship between head teacher effectiveness and school performance as r=0.647.

Table 11.1 Correlation between Instructional leadership and School Performance

Variables	Mean	SD	R	P
Instructional Leadership	4.84	1.5	.652	0.000
School Performance	73.71	7.007		

The results given in table 11.1 shows that there was a significant relationship between Instructional Leadership (Mean =4.84 SD =1.5) and School Performance (Mean = 73.71, SD = 7.007) at p=0.000. Furthermore, the value of r = .652 shows that there was a strong and positive relationship between Instructional leadership and School Performance.

Table 11.2 Correlation between School Climate and School Performance

Variables	Mean	SD	R	P
School Climate	4.88	1.3	.718	0.000
School Performance	73.71	7.007		

The results given in table 11.2 shows that there was a significant relationship between School Climate (Mean 4.88= SD =1.3) and School Performance (Mean = 73.71, SD = 7.007) as p=0.000. Furthermore, the value of r = .718 shows that there was a strong and positive relationship between School Climate and School Performance.

Table 11.3 Correlation between Teacher Evaluation and School Performance

Variables	Mean	SD	R	P
Teacher Evaluation	4.51	2.1	.632	0.000
School Performance	73.71	7.007		

The results given in table 11.3 shows that there was a significant relationship between Teacher Evaluation (Mean =4.51, SD =2.1) and School Performance (Mean = 73.71, SD = 7.007) as p=0.000<. Furthermore, the value of r = .632 shows that there was a strong and positive relationship between Teacher Evaluation and School Performance.

Table 11.4 Correlation between Organizational Management and School Performance

Variables	Mean	SD	R	P
Organizational Management	4.66	1.7	.674	0.000
School Performance	73.71	7.007		

The results given in table 11.4 shows that there was a significant relationship between organizationl Management (Mean = 4.66, SD =1.7) and School Performance (Mean = 73.71, SD = 7.007) as p=0.000. Furthermore, the value of r

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= .674 shows that there was a strong and positive relationship between organizational Management and School Performance.

Table 11.5 Correlation between Communication and Community Relations and School Performance

Variables	Mean	SD	R	P
Communication And Community Relations	4.34	0.997	.422	0.000
School Performance	73.71	7.007		

The results given in table 11.5 shows that there was a significant relationship between Communication and Community Relations (Mean =4.34, SD =0.997) and School Performance (Mean = 73.71, SD = 7.007) as p=0.000. Furthermore, the value of r = .422 shows that there was a positive relationship between Communication and Community Relations and School Performance.

Discussion
The study highlights the crucial role of head teachers in achieving school improvement. Head teachers are confident in meeting established goals and actively gather various types of data to enhance school performance. They engage staff in discussions about effective teaching practices and protect instructional time from interruptions. Additionally, head teachers foster collaboration among teachers and involve all stakeholders in school decisions, creating a positive learning environment. They maintain respectful relationships with staff, students, and parents, effectively manage conflicts and crises, and monitor both internal and external factors that can impact the school.Furthermore, head teachers focus on improvement and accountability in teacher evaluations, providing clear and objective feedback. They establish orderly environments through clear procedures and rules, effectively manage routine school matters, and maintain school budgets appropriately. By listening to stakeholders and involving parents and community members in decision-making, head teachers enhance school-community connections and increase parent involvement.The study also underscores the importance of teacher presence in maintaining student progress, discipline, and a positive learning environment. Students' performance is closely linked to their attendance, with strict measures in place to ensure regular attendance. The school environment is well-maintained, with adequate facilities and cleanliness actively promoted. The study concludes that there is a significant relationship between head teacher effectiveness and overall school performance, highlighting the impact of effective leadership on student achievement.

Conclusion
In conclusion, the study highlights the pivotal role of head teachers in fostering school improvement and maintaining an effective educational environment. Head teachers are shown to be confident in achieving established goals, gathering diverse data for school enhancement, and engaging staff in discussions about effective teaching practices. They safeguard classroom instructional time

from interruptions and promote collaboration among teachers. Moreover, head teachers involve all stakeholders in decision-making processes, creating a positive learning atmosphere and maintaining respectful relationships with staff, students, and parents. They effectively manage conflicts, monitor internal and external factors impacting the school, and ensure accountability in teacher evaluations by providing objective assessments and clear remedial actions.

Additionally, the study underscores the importance of procedural clarity, technological resources, and effective management of school routines and budgets by head teachers. Their engagement with stakeholders and community members, along with efforts to increase parent involvement, contribute significantly to school betterment. The presence of teachers positively influences student grades, discipline, and learning experiences. The study also emphasizes the crucial role of student attendance in academic performance, the provision of adequate facilities, and the maintenance of cleanliness and health standards in the school environment. Ultimately, the effectiveness of head teachers is significantly linked to overall school performance and student achievement.

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