

## THE MANAGERIAL STYLES OF HEAD TEACHERS AND ITS IMPACT ON SECONDARY SCHOOL TEACHERS' PERFORMANCE

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### ABSTRACT

*The study at hand examined the management styles practiced by the head teachers and their impact on teachers' performance at secondary public schools in the Punjab. The educational environment of any institution depicts the competencies of the head teachers. Different head teachers use different behaviors to achieve the described objectives. The main objective of the research was to investigate the management styles of heads of teachers and their effectiveness on teacher's performance at secondary levels. This study was delimited to the district Faisalabad. All the secondary school teachers of district Faisalabad were taken as population. The random sampling procedure was adopted as per the requirements of the study. The sample consisted of 25 male and 25 female teachers working at the secondary level. A survey method was adopted to collect data from respondents. The questionnaire was comprised of 32 restricted response items. The data was analyzed by using statistical technique mean, standard deviation and independent t-test. The majority of respondents observed that two styles are being adopted with a minor difference by head teachers regarding their management styles in institutions, autocratic and democratic however laissez-faire management style is not considered appropriate to exercise by most of the head teachers. Furthermore, the mean value of male and female secondary school teachers indicated that management styles used by the head teachers have a useful effect on the performance of secondary school teachers.*

**Keywords:** Educational Environment, Head Teachers, Teachers, Management Styles

### Background

Management is an essential component in all social organizations. The success of any organization depends upon the management styles being adopted by managers. It is a dynamic process that gives life to any organization. Management is a series of functions and responsibilities for productive outcomes in any institution. Management revolves around aspects like how to plan, how to good decisions, way of organization, and method of controlling the resources of organizations to achieve organizational targets and goals in an effective and efficient mode (Tsirikas & Katsaros, 2014).

According to Tsirikas and Katsaros, (2014) in theory and practice, educational management is a way of organizations and administration of educational resources to establishment its productivity.

According to Murad and Gill (2016), management is a social process designed to enhance cooperation among the members of an organization to develop invention involvement for effective performance regarding determined objectives. The key indicator for the success of any organization is its appropriate management style. Several studies conducted in various countries of the world showed that a positive and appropriate management style has a deep impact on the productivity of the organization and job satisfaction (Vance & Larson, 2002; Dunham-Taylor, 2000; Yeh, Yuan, Chen, Lo, Chou, Huang, & Wan, 2016; Berson & Linton, 2005, Mohammad & Yarmohammadian, 2006).

Management styles are quality ways of making decisions and relating to subordinates. There are three main categories of management styles: autocratic management style, democratic management style, and laissez-faire management style.

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In the autocratic style, decisions are made unilaterally, the manager makes the decisions with little or no regard for the subordinates. As a result, decisions will reflect the views and character of the manager, which can convey an image of a confident and well-managed business. However, the limitations of autonomy in decision-making can hinder the efficiency of strong and competent subordinates. The organization may receive fewer initiatives from those "on the trenches," and turnover among the best subordinates is likely to be higher.

In a democratic approach, the manager invites employees to participate in decision-making, with matters being decided by majority consensus. Communication flows in both directions, from employees to leaders and vice versa. This style is particularly useful for complex decisions requiring diverse specialist skills, such as implementing a new ICT system when the executive team lacks technical expertise. From a broader business perspective, this approach enhances employee engagement, job satisfaction, and work quality, while fostering active participation from subordinates. However, unless decision-making processes are well-structured, the process can become significantly slower, and the need for consensus may prevent achieving the "best" decision for the business.

Laissez-faire management takes a backseat role, offering guidance only when necessary while giving employees the freedom to develop their ideas, creativity, and innovation in their respective areas. In this approach, the manager acts more as a wise and trusted counselor rather than a leader.

The present study was conducted to review and compare the management styles of directly appointed and promoted Head Teachers at the secondary level in Punjab.

### Objectives of the Study

The objectives of the study were:

1. To examine the perception of teachers on the management styles of head teachers.
2. To compare the management styles of head teachers.
3. To examine the teachers' perceptions on management styles of male and female head teachers.

### Research Question

1. What were teachers' perceptions on the management styles employed by head teachers?
2. Did the management styles of head teachers differ in terms of management styles?
3. Did teachers' perceptions of head teachers' management styles vary in male and female head teachers?

### Delimitations

This study was delimited to the district Faisalabad, Punjab.

### Method and Design

#### Participants

All the secondary school teachers (SSTs) of district Faisalabad were taken as the population of the study. The details of the sample were 100 teachers of public secondary schools 50 teachers from male schools and 50 teachers from female schools. The sample was selected by using a simple random sampling technique according to the requirements of the research work.

**Table 1:** Sample of Public Secondary Schools Teachers concerning Gender

Sr.#	Gender	Secondary School Teachers (SSTs)	Percentage
1.	Male	50	50
2.	Female	50	50
3.	Total	100	100

The table 1 shows that a sample of 100 male SSTs and female SSTs of public secondary schools were taken in the study. Fifty male public secondary school teachers and fifty female public secondary school teachers were taken as a sample.

### Research Instruments

The nature of the study was descriptive therefore a survey was designed to gather the data by the researchers. A self-developed questionnaire was made consisting of thirty (30) restricted response items. The effectiveness of the research instrument was confirmed by the statistical test. Five-point Likert-type rating scales were used to analyze all thirty items. Responses for each statement were recorded as 1-(SD) Strongly Disagreed, 2-(D) Disagreed, 3-(U) Undecided, 4-(A) Agreed, and 5-(SA) Strongly Agreed.

### Data collection

The researchers visited the public secondary schools and 130 sets of questionnaires were distributed to teachers of public secondary schools. All the questionnaires were given to the teachers' hand by hand.

### Analysis of Teachers' Responses

**Table 2:** Analysis of data regarding Autocratic Style

Style	SST	Mean	Std. Deviation
Autocratic	Male	3.3207	0.92706
	Female	3.9891	0.74068

The table 2 indicates the comparison between male and female teachers regarding the management style of their head teachers. The data analysis regarding autocratic style shows the mean values of male and female teachers are (3.3207 and 3.9891) which is slightly different from each other whereas the standard deviation between the two categories is 0.92706 and 0.74068. The above table shows that the female participants have better scores than male participants regarding the use of autocratic management style exercised by the head teachers of high school and has a positive effect on secondary school teachers' performance.

**Table 3:** Analysis of data regarding Democratic Style

Style	SST	Mean	Std. Deviation
Democratic	Male	4.2075	0.60384
	Female	4.0160	0.62773

The table 3 indicates the comparison between male and female teachers regarding the management style of their head teachers. The data analysis of democratic style shows the mean value of male and female teachers are (4.2075 and 4.0160) which is slightly different whereas the standard deviation between the two categories are (0.60384 and 0.62773). The above table shows that the male participants have a better view than female participants about the democratic management style exercised by the head teacher and has a positive effect on secondary school teachers' performance.

**Table 4:** Data analysis regarding Laissez Faire

Style	SST	Mean	Std. Deviation
Laissez Faire	Male	2.6642	1.40714
	Female	2.4808	1.52039

The table 4 indicates the comparison between male and female teachers regarding the management style of their head teachers. The data analysis of the laissez-faire style shows the mean values of male and female head teachers are (2.6642 and 2.4808) which is slightly different from the standard deviation between the two categories is (1.40714 and 1.52039). The above table shows that the male participants have a better view than female participants about the laissez-faire management style exercised by the head teacher and indicated no positive effect on secondary school teachers' performance.

**Table 5:** Overall Comparison of Secondary School Teachers' Perceptions regarding the Management styles of their Head Teacher concerning gender

Management Style	Gender	N	M	SD
Autocratic	Male	100	3.3207	0.92706
	Female	100	3.1891	0.94068
Democratic	Male	100	4.2075	0.60384
	Female	100	4.0160	0.62773
Laissez Faire	Male	100	2.6642	1.40714
	Female	100	2.4808	1.52039

The results of table 5 shows that male teachers and female teachers did not score differently on autocratic, democratic, and laissez-faire. However male teachers scored higher ( $M = 4.2075$ ,  $SD = 0.60384$ ) than male teachers ( $M = 4.0160$ ,  $SD = 0.62773$ ) on the democratic management style of the head teachers. The above table shows that the male participants have a better view than female participants about management styles exercised by the head teacher and indicated a positive effect on secondary school teachers' performance.

### Conclusion of the Study

The study exhibited the opinion of the respondents about management styles implemented by head teachers at the secondary level. The majority of respondents observed that two management styles autocratic and democratic are being adopted with a slight difference by head teachers regarding their management styles in institutions, autocratic and democratic whereas the views of the participants of the study indicate that laissez-faire management style is not considered appropriate to exercise by most of the head teachers. The results of the study also show that the male participants are better viewed than female participants regarding the management styles exercised by the head teacher of high school and has a positive effect on secondary school teachers' performance.

### Discussion

The study about the management styles of head teachers was conducted to identify the management styles that are being exercised in schools at the secondary level. The findings of the study showed that most head teachers adopted autocratic, democratic management styles whereas a few head teachers exercised laissez-faire. The researchers found after collecting and analyzing the data that there was no significant difference between autocratic and democratic management styles. The researchers found that the participants were reluctant to respond freely about their head teachers and it was also observed that most respondents did not give proper intention to fulfill the questionnaire as it was due to lack of research culture in Punjab. The findings of this study are related to previous results.

### Recommendations

Head Teachers should adopt a more democratic attitude regarding management in institutions. Head teachers should take on board their teachers to solve management problems. Head teachers should collaborate with their teachers on all important issues. There

should be refresher courses for Head Teachers particularly for Direct Selectees to promote democratic values about management in Schools. Head Teacher and teacher's discussion forum should be established in every cluster so that they may informally share their problems.

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