

Available online at www.elixirpublishers.com (*Elixir International Journal*)

Thesis Publications – Educational Research

Elixir Thesis Educational Research 130TP (2019) 1-76

Elixir
ISSN: 2229-712X

Impact of Head Teachers on the Performance of Secondary School Teachers in District Vehari

A thesis submitted in partial fulfilment for the Degree of M.Phil Education to Islamia University, Bahawalpur

Submitted by
RIZWANA TAHIR

Under the supervision of
Dr.Akhtar Ali

**Islamia University Bahawalpur
Pakistan**

MAY 2019

ARTICLE INFO

Article history:

Received: 17 January 2019;

Published: 24 May 2019;

Tele:

E-mail address: ranaabu98@gmail.com

© 2019 Elixir All rights reserved

List of Contents

List of contents:	2
List of Tables	4
List of Figures	4
Abstract	5
1 Introduction	13
1.1 Statement of the Problem	17
1.2 Statement of Hypothesis	17
1.3 Significance of study	17
1.4 Limitations	18
1.5 Theoretical Framework	18
2 REVIEW OF THE RELATED LITERATURE	19
2.1 Diverse roles of the school head	19
2.1.1 Leadership and management	19
2.1.2 Administrative, management and leadership delineation	20
2.1.3 Educational Dimension	21
2.2 Teacher Motivation	21
2.3 Motivation	22
2.3.1 Theories in Teacher Motivation	22
2.4 Behavior	24
2.5 Academic Performance	25
2.6 Academic Failure	25
3 RESEARCH METHODOLOGY	26
3.1 Design of the Study	26
3.2 Population	26
3.3 Sample	26
3.4 Delimitations	26
3.5 Design of the Instrument	26
3.6 Development of Tool	26
3.7 Validation of the Tool	27
3.8 Administration of the Research Tool	27
3.9 Data Collection	27
3.10 Analysis of Data	27

4	ANALYSIS AND INTERPRETATION OF DATA	28
4.1	Demographic Description of the Sample of Head teachers	28
5	FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	61
5.1	Findings	61
5.2	Conclusions	67
5.3	Recommendations	71
5.4	Discussion	72

List of Tables

Table 4.1	Age Wise Distribution of Respondent.	28
Table 4.2	Designation Wise Distribution of respondents.	29
Table 4.3	Tehsil Wise Distribution of respondents.	29
Table 4.4	Gender of respondents	30
Table 4.5	Residential status of distribution of respondents.	30
Table 4.6	Experience of respondents	30
Table 4.7	I seek quality work through project management technique.	31
Table 4.8	I allow staff to work on their own rather than wasting time on meetings.Changes with respect to responsibilities are communicated timely to the respective teachers.	31
Table 4.9	Teachers are allowed to express their views in meetings.	31
Table 4.10	When I have a job to do, I do it, even if others' feelings might be hurt in the process.	31
Table 4.11	I don't accept criticism from any staff.	32
Table 4.12	I believe that teachers will exercise self-direction if they are given free hand.	32
Table 4.13	My teachers deal with different types of students according to their own approach.	32
Table 4.14	I emphasize on my teachers to focus on work only.	33
Table 4.15	In my opinion the positive feedback can encourage the staff.	33
Table 4.16	I encourage my teachers to discuss the stress factors with me.	33
Table 4.17	I don't allow teachers to adopt the new technologies	33
Table 4.18	I motivate teachers to learn new technology	34
Table 4.19	I mention the weakness in teacher's Performance	34
Table 4.20	Heads motivational strategies for teacher's involvement in school activities.	34
Table 4.21	Professional approach of head teachers for capacity building of teachers	35
Table 4.22	Strategies of school heads for developing sense of responsibility among teachers	36
Table 4.23	Head teacher's beliefs for improving the efficiency of teachers	36
Table 4.24	Heads Motivational Strategies for Teacher's Involvement In	36

Table 4.25	School Activities.	37
	Professional approach of head teachers for capacity building	
Table 4.26	of teachers.	38
	Strategies of school heads for developing sense of	
Table 4.27	responsibility among teachers.	39
	Head teachers' beliefs for improving the efficiency of teachers	
Table 4.28	Head teachers' perceptions about the performance of teachers	40
Table 4.29	Impact of Heads' motivational strategies for teacher's	41
Table 4.30	involvement in school activities.	41
	Impact of Professional approach of head teachers on capacity	
Table 4.31	building of teachers.	42
	Impact of strategies of school heads' for developing sense of	
Table 4.32	responsibility among teachers.	42
	Impact of tehsils on Heads' motivational strategies for	
Table 4.33	teacher's involvement in school activities.	43
	Tehsil wise impact of professional approach of head teachers	
Table 4.34	for capacity building of teachers	43
	Impact of experience Heads motivational strategies for	
Table 4.35	teacher's involvement in school activities.	43
	Impact of experience on Head teachers' beliefs for improving	
Table 4.36	the efficiency of teachers.	44
	Impact of urban and rural area on professional approach of	
Table 4.37	head teachers for capacity building of teachers.	44
	Impact of rural and urban areas on Heads motivational	
Table 4.38	strategies for teacher's involvement in school activities.	44
	Impact of urban and rural area on Head teachers' beliefs for	
Table 4.39	improving the efficiency of	45
	Distribution of respondents with regards to Tehsil	
Table 4.40	Gender wise distribution of the respondents.	45
Table 4.41	Age wise Distribution of respondents.	45
Table 4.42	Designation of the respondents.	46
Table 4.43	Distribution of respondents with respect to experience	46
Table 4.44	Residential area wise Distribution of respondents	47

Table 4.45	The teachers' performance can be enhanced through obtaining	47
Table 4.46	teacher's opinions during the preparation of the work plan.	48
Table 4.47	Head Teacher allows staff to work on their own rather than wasting time on meetings..	48
Table 4.48	Head Teacher doesn't communicate regularly with parents and students as individuals or groups.	48
Table 4.49	It is my opinion that strict administration is the key to success.	49
Table 4.50	Head Teacher consults teachers but make the final decision according to situation.	49
Table 4.51	When Head Teacher has a job to do, he/she do it, even if others' feelings might be hurt in	49
Table 4.52	Head Teacher settles conflicts under stress.	50
Table 4.53	Head Teacher doesn't accept criticism from any staff.	50
Table 4.54	Head Teacher believes that teachers will exercise self- direction if they are given free hand.	50
Table 4.55	Teachers deal with different types of students according to their own approach.	50
Table 4.56	Head Teacher emphasizes teachers to focus on work only.	51
Table 4.57	In my opinion the positive feedback can encourage the staff.	51
Table 4.58	Encouragement makes teachers over confident	51
Table 4.59	Head Teacher motivates to learn new technology.	51
Table 4.60	Head teacher mention the weakness in teachers performance.	52
Table 4.61	Professional Approach of head teachers for capacity building of teachers.	52
Table 4.62	Feedback of teachers about contradictory attitude of heads.	53
Table 4.63	Heads Motivational strategies for teacher's involvement in school activities.	53
Table 4.64	Professional Approach of head teachers for capacity building of teachers.	54
Table 4.65	Feedback of teachers about contradictory attitude of heads.	55
Table 4.66	Heads Motivational strategies for teacher's involvement in school activities.	56
Table 4.67	Head teachers' perceptions about the performance of teachers.	57

Table 4.68	Professional Approach of head teachers for capacity building of teachers.	57
Table 4.69	Feedback of teachers about contradictory attitude of heads.	57
Table 4.70	Heads Motivational strategies for teacher's involvement in school activities.	58
Table 4.71	Impact of age on Feedback of teachers about contradictory attitude of heads.	58
Table 4.72	Impact of gender on head teachers' administrative strategies for teachers' participation in school activities.	59
Table 4.73	Impact of gender on feedback of teachers about contradictory attitude of heads.	59
Table 4.74	Impact of gender on Heads Motivation a strategies for teacher's involvement in school activities.	60
Table 4.75	Impact of experience Heads motivational strategies for teacher's involvement in school activities.	60

List of Figures

Figure 4.1	Age Wise Distribution of Respondent.	28
Figure 4.2	Designation Wise Distribution of respondents.	29
Figure 4.3	Tehsil Wise Distribution of respondents.	29
Figure 4.4	Gender of respondents	30
Figure 4.5	Residential status of distribution of respondents.	30
Figure 4.6	Experience of respondents	30
Figure 4.40	Distribution of respondents with regards to Tehsil	45
Figure 4.41	Gender wise distribution of the respondents.	46
Figure 4.42	Age wise Distribution of respondents.	46
Figure 4.43	Designation of the respondents.	46
Figure 4.44	Distribution of respondents with respect to experience	47
Figure 4.45	Residential area wise Distribution of respondents	47

ABSTRACT

Head teacher plays pivotal role in any school. A school works as an organization in which Head teacher; teachers and students play their role for its functioning. Head teacher is responsible for designing the whole framework of school and implementing the educational plan to achieve the set goals.

Head teacher's and teacher's relationship is an effective part of school administration. It does affect the effectiveness of school management and its performance. In this way, it also affects the results of the institutions. The good performance of school shows how much effective Head teacher and teacher relationship exists in school.

This research was entitled "Impact of head teacher on the performance of secondary school teachers in district Vehari. Major purpose of the study was to investigate the professional approach and motivational strategies adopted by head teachers to enhance the performance of secondary school teachers. The related literature was reviewed to develop theoretical foundations of the study. Survey method was used to gather required information. The 70 head teachers and 200 teachers were randomly selected from the secondary schools of district Vehari. Two separate questionnaires, one for teachers and one for school heads, were developed and administered to the participants through personal visits of the sample institutions. The collected data were recorded in SPSS files. Factor analysis yielded 4 factors (Heads motivational strategies for teacher's involvement in school activities, Professional approach of head teachers for capacity building of teachers, Strategies of school heads for developing sense of responsibility among teachers, Head teacher's beliefs for improving the efficiency of teachers respectively) and 3 factors (Professional Approach of head teachers for capacity building of teachers, Feedback of teachers about contradictory attitude of heads, Heads Motivational strategies for teacher's involvement in school activities) for head teachers and teachers responses. Frequency and percentage of responses on each item of the factor and then factor as a whole was calculated. The frequencies of strongly agreed and agreed sets of responses were merged together to give rise agreed responses whereas strongly disagreed and disagreed responses added up to produce disagreed responses. Paired sample test was used to find out the significance of difference between agreed and disagreed responses.

Findings indicate that more than 70% school heads communicate responsibility of teachers to them well in time. They encourage teachers to learn new technologies and give academic freedom to them and involve them in school activities. The teachers responded that the heads do not like criticism. The study recommends that head teachers should not adopt

strict administration. They should also accept constructive criticism from teachers. They should be given the opportunities of in-service trainings. The head teacher should obtain teachers 'opinion during the preparation of the work plan .this strategy will enhance the performance of teachers.

DECLARATION

I, Rizwana Tahir Roll No.113, M.Phil Scholar (session 2013-15) in the Department of Education at The Islamia University of Bahawalpur do here by declare that the thesis entitled, “Impact of the head teacher on the performance of secondary school teachers in district Vehari” submitted by me in partial fulfillment of the requirement of M. Phil in the subject of Education is my original work. I affirm that it has not been submitted or published earlier. It shall also not be submitted to obtain any degree to any other university or institution.

Rizwana Tahir

ACKNOWLEDGEMENTS

Many thanks to **ALMIGHTY ALLAH**, the creator of the whole universe and the greatest helper to all mankind in all difficulties of life, Who helped me in completing this study. Entire praise and gratitude be to ALLAH and countless compliments to Hazrat Muhammad (Peace Be Upon Him), ALLAH is most gracious, merciful and powerful the Lord of mankind, jinns and all that exists in the universe, without Whose consent researcher could not even ponder to accomplish this laborious work.

I wish to express my sincere gratitude to my supervisor **Dr. Akhtar Ali**, Chairman, Department of Education. The Islamia University of Bahawalpur, for his patience, professional guidance and continuous encouragement, coaching, mentoring and support which has enabled me to carry out this research up to this rightful conclusion who took keen interest and provided valuable guidance to me in this work and made me able to complete the study.

My thanks toward **Mr. Maroof Ch.** DEO(EE-M) Vehari, **Prof. Muzamil Khan**, Comsats University, **Prof. Usama Awan**, Comsats University, **Prof. Khaleel Ahmed**, University of Education for their sympathetic and scholarly guidance.

Acknowledgements will be incomplete without profound regards to the following great helping hands, without whose cooperative vision, technical assistance, scholarly guidance and prayers, the researcher would not have been able to reach the point of completion as; **Mr. Anwar-ul-Haq**, **Mr. Israr-ul-Haq** Deputy District Education Officer (SE), Vehari, **Prof. Shoukat Ali**, G.C. Vehari **Mrs. Fehmida Latif**, SST GG M.C H/S, Vehari, **Miss Saima Ramzan**, SST GG M.C H/S, Vehari.

Researcher presents humble gratitude to her brothers and sisters especially to **Mr. Muhammad Zahid** who always helped the researcher without any reward. Thanks to **Ch. M. Zulfiqar**, **Balqees Rasheed**, **Sibgha Jaffar** and **Kashaf Noor** for their help and moral support.

A big thanks goes to my children **M. Umar Ashfaq** and **M. Anas Ashfaq** for devoting their precious time for my research work. Researcher is highly thankful to her father in law **Ch. Sultan Muhammad** , mother **Rehmat Begum** for their love and prayers for my success.

I don't have the words to express my gratitude to my husband **Muhammad Ashfaq Shahid** SDO Forest for his love, support, prayers, cooperation, critical insight, valuable suggestions that I received from time to time during the course of research work. He is the best!

CHAPTER 1

INTRODUCTION

The head teachers' plays pivotal role to enhance academic performance. The progress of the school depends on the head teacher. The Head of the institution is the nucleus of all the activities of the school. He is the in charge of each and every activity of school whether it is academic or administrative. The achievement of the students in a school show difference and the leader ship of the head teacher is the major factor which determines its success. Hence it is necessary to assess the progress of a school versus the progress of the head leading it. The aim of the study was to explore the role of the head teacher in academic progress in District Vehari of the Punjab province.

The study was prompted by the incessant poor performance by most secondary schools in Vehari district.

The findings of the study revealed that head teachers used teamwork, measures for the improvement of quality and made sure that the staff was well organized in using the skills that enhanced academic achievement.

The Head teachers were also interested in the academic activities of the institutions by observing and monitoring the students' and teachers' work, controlling the students' discipline and helping in diminishing unfair means in the examinations.

School is the basic unit of getting education and head teacher is considered as its backbone.

“A head teacher is the most senior teacher, leader and manager of a school.”

She/he has to play role in the development of school and take care of all the related issues

The head teacher is the leader of the school. He is accountable to higher offices for the shortcomings of the school, he is mainly held responsible for the result, drop out and enrollment. He is responsible to achieve the targets set by the government. The head teacher with the collaboration of other staff is responsible for increasing the performance of school. He sets priorities for ceaseless improvement and raising standards of the institution; implementing policies and adopting good examples; making sure that all means and sources are effectively and efficiently utilized to attain the objectives of the institute and for the everyday management, and administration of the school.

The head teacher, by employing the staff and with their cooperation secures the interest of community, for securing this he has to keep close liaison with students, higher education institutions and functionaries. Through such liaison and adopting other activities, the head teachers play an important role in imparting services for the progress of the entire education system and work with others to improve quality of education at local level.

With the support of the school council members, the head teacher creates an environment conducive to learning for all the pupils.

It is certain that each and every Head Teacher aspires to get his school stood amongst the best in terminal examinations results.

On the declaration of the results, the good achiever schools celebrate it and these are the schools that have invested too much for achieving success. Statistics show that some schools achieve success exceptionally well as compared to other schools which perform poorly. When we look closely it reveals that good performance of the school is not achieved by chance, rather it is achieved with the help of good planning and team work. The status of headship makes the difference between the progress or and down fall of a school (Millette, 1988). He further explains that research clarifies the extent to which the quality of leadership is crucial to improvement. The schools which shows continues worse results needs the head teacher with leadership qualities, who exerting his efforts and employing good strategies improves the institution.

The institutions can differentiate between the students' progress and the head teacher's achievement. The head teachers' guidance is one of the causes which play an important role in the success or failure of the students as well as the institution. The other causes that the head teachers should deal because of their authority on students' behavior and academic progress include: Quality of teaching and status of academic attention; the nature and scope of groupings; teacher's hopes; method of teaching and management of the class rooms; level of the school; kind of discipline and qualities of school environment (Rutter et al., 1979). The Heads in good institutes try to improve the training and they are responsible every day duties and guidance of the teachers. Teachers are expected to abide by the laws introduced by the head teachers and they are responsible for maintaining discipline.

According to Sisungu, Z. W. M. (2002), the head teacher is head of the school, the nucleus and all the elements of school revolve around him and he is the person in charge of every detail of the running of the school, whether it is academic or administrative. The head teacher should take initiative for making decisions for the betterment of the school. The head teacher who succeeds in making team is considered a successful and dynamic head teacher. He will make different committees consisting of active teachers for different activities and encourages them to achieve his objectives.

Kwakwa (1973) describes the head teacher as "the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader". The head teacher, in a sense, is the hub of school administration. He looks after all the activities for imparting the quality education to students in a school.

The role of head teacher cannot be neglected if he is hoped to give quality education to students, hence this sets the focus of the study. Konchar (1988) states that:

"Schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, progressing or declining, as the principal is capable, energetic of high ideals or the reverse".

Generally as a human being, a head teacher must be sincere, responsible, and honest and have a helping nature. The head teachers have the following qualities.

- They appreciate teachers who possess such qualities as permissiveness, friendliness, definiteness and fairness.
- They counsel the teachers who are arrogant, intolerant, and show partiality.
- They think positively about the teaching and non-teaching staff of the school.
- They are interested and active in literacy affairs.
- They are emotionally stable, friendly, restrained, cooperative and agreeable.
- They are alert, active and full of enthusiasm for the task.

A head teacher should have all the qualities of a good leader as he has to lead the teachers and the students. If he is lacking in these qualities, it will lead to poor performance of the teachers and the students as well. The Head teachers must create an environment that develops quality, status and hopes amongst all students.

The main function of the head teacher is to give guidance and administration for a school. This will serve as a foundation on which the building of high standards in all the spheres of school can be established. To attain this success a head teacher must be active and possess the leadership qualities to set pace for the institution.

A leader like head can really contribute to school progress with the help of collective wisdom of the staff and this evolves from team work. Quality of leadership matters in determining the motivation of teachers and the quality of their teaching (Evans, 1999; Sergiovanni, 2001; Cheng, 2002). Indeed, a number of researchers points to the role of “transformational leadership” and to the head-teacher capacity to build a “shared vision”.

High achievement is the result of good management skill. This can be made possible with careful and reasoned planning and establishing some simple rules for the smooth running of the institution.

The head teacher is both the catalyst and the facilitator. A head teacher works as a:

- Guide
- Counselor
- Disciplinarian
- Custodian
- Evaluator
- Curriculum Developer
- Researcher/Innovator
- Administrator

A good head teacher is one who is devoted to his work. He should take initiatives. The personality of head Teacher, in the behavioral sense is an important factor for achieving the goals. The head teacher as a professional must possess good communication skills, should understand others and have the ability to learn from the experiences. He should play the role of facilitator for effective learning.

The quality of any organization is beholden the quality of the staff of that organization. If the staff has the proper skills necessary for the smooth running of the organization, it makes progress.

Sybouts (1994) said that good head teachers stress on five points, which depend upon the criteria of success.

These areas are as under:

1. Introducing the institution mission.
2. Managing curriculum and instruction.
3. Promoting supervision of instruction.
4. Providing supervision of instruction.
5. Assessing instructional programs

Teacher:

Webster (1993) defines teacher as “He is someone who teaches or instructs – especially one whose occupation is to instruct”.

Horn (1948) defines pedagogy as “It is the study of teaching methods. In this study therefore in-class pedagogy reflected on the methods employed by the teachers during the teaching and learning sessions”. Outside of the class the teaching process focused on the way teachers present themselves in terms their attitude and social behaviour, the main focus is to present teacher as a role model.

A good teacher has the following characteristics:

- Full of enthusiasm, knowledge full, keeps an eye on students’ development.
- Enjoys cordial relationship between pupils and staff.
- Encourage students to learn independently.
- Uses continuous assessment to know about students’ progress – enabling pupils to know about their weaknesses and strengths
- Keeps people engaged.

Hayon (1989) says that the teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of students’ behavior, attitude and achievement.

Different people behave differently at different occasions, which might be positive or negative and can differ according to their favorable and unfavorable situation. Luthans (1993) says that professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot.

Hamachek (1969) summarized his thoughts on teacher effectiveness in the following manner; “A good teacher is a good person; simple and true. A good teacher rather likes life, is reasonable at peace with him, has a sense of humor, and enjoys other people. The good teacher is flexible. By far, the single most repeated adjective used to describe good teachers is “flexible”. A good teacher realizes that he is not just an ordinary people and thus can’t rely on using one type of strategy while dealing different students who belong to different strata of society. Good teachers are the master of their art they know how to meet the

challenges at hand. They keep changing themselves according to the needs of the time hence one may say that they are flexible. A total teacher is committed to his words, he does what he says.

According to Bhatia (1977), it is not difficult to list the qualities of teachers, which make them not only famous but also influential with pupils, and some of the surveys available confirm these qualities. These are:

- Friendly, positive, has a sense of humor, and creates the same in his pupils.
- Always ready to lend a helping hand to his disciples.
- Deals students with clarity of mind, make easy those parts of the lesson which are not understood by pupils.
- Total objective, has no jaundiced.
- Well disciplined, and resolute without showing disgust
- Healthy and well mannered.

Teacher motivation is a central issue in accepting responsibility for imparting knowledge and training to learners. It is said that the teachers who are satisfied are generally more result oriented and motivational and inspire students. (Mertler, 1992). Motivation leads people's actions and behaviors toward achievement of some goals (Analoui, 2000).

There are two kinds of motivation "intrinsic or extrinsic" (Sansone & Harackiewicz, 2000). Intrinsic motivation, is something which belongs to the aspirations of the inner self of the person.

If a certain behavior is adopted being indifferent to external motivation it is intrinsic. Teacher's skill in teaching effectively is an interest of everybody in the society. Oxford Advanced Learner's In this reference, teacher performance explains the teachers' role of teaching students in class and outside the class. The use of instructional materials, teaching methods, regular assessment of students, lesson plans, testing of pupils, and conduct of fieldwork, teachers' participation in sports, appearing in the morning assembly and guidance and counseling are the main aspects of effective teaching. Therefore, teacher job performance is the teacher's skill in utilizing his experience, pedagogical skills, instructional methods, knowledge and teaching styles in teaching subject contents to students in and outside the classroom.

1.1 Statement of the Problem:

The study was under taken to assess the role of Head teachers on the progress of school teachers and various motivational strategies adopted by them.

1.2 Statement of Hypothesis:

The researcher wanted to use the study findings from this study to verify the following hypothesis:

The head teacher can play an important role in enhancing school performance and performance of teachers in selected secondary schools.

1.3 Significance of study:

1. Present study will give information about the impact of Head teacher on the school teachers.

- 2.It will provide knowledge about the various leadership qualities of Head teacher.
- 3.It will tell about the various ways adopted by Head teachers to improve the performance of teachers.
- 4.This research will be helpful for further researches in this field.

a.Objectives of the Study:

Some of the objectives of the study are as follows.

2. To identify the behavior of head teachers with teaching staff at the school.
3. To find out the strategies commonly practiced by the school heads for the motivation of teachers.
4. To examine the professionalism among head teachers for improving the efficiency of teachers.
5. To explore the relationship between head teachers and teaching staff.
6. To work out the impact of Demographic variables (Gender, Tehsil, Age, Area, Experience, Designation) on the conceptual variables.
7. To recommend strategies for improvement of role head teachers.

1.4 Limitations

During the research process of collecting data, the researcher had to face the problem of arranging meeting with the teachers and deputy head teachers. During this process the researcher found that many of the teachers were teaching in different secondary schools in the same locality of the study. So, it was a problem to deliver the questionnaires to the same teachers to whom the questionnaires had already been delivered. To cope with this problem, however, the researcher decided to increase the number of secondary schools to participate in the study; that is, from eight to ten secondary schools.

1.5 Theoretical Framework

The study was based on Symbolic Interactionism theory presented by Blumer (1969), as a theory suitable to explore how and why teachers ‘work and how their performance can be affected by head teachers ‘general and professional practices. Especially, Blumer believed that symbolic interactionism was a method of coining meaning from social discourse. Symbolic interactionism focuses on communication among people, the use of symbols in communication and interaction, and the reality of self as constructed by others through communication and interaction with one another.

It is worth noting that Blumer’s (1969) structure of symbolic interactionism is based on three core premises:

1. People act toward things, including human beings, on the basis of the meanings they have for them.
2. These meanings are derived through social interaction with others.
3. These meanings are managed and transformed through an interpretive process, and finally the meanings prompt the person to action by making a change.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.1 Diverse roles of the school head:

2.1.1 Leadership and management:

No institution can perform well without head who is bestowed with and well versed with different managerial skills. Leadership is a basic and important factor among all social animals and the insects to man. Which type of leadership is required for certain organization depends on the structure of organization.

In schools there are different styles of leadership; such as coercive leadership which is commonly labeled as dictatorship. In this style, the subordinates either have little or nothing to say about the things how they should be. There are a number of head teachers and teachers who perceives it a suitable way of leadership through which they control teachers and pupils by snubbing them.

Ngaroga (1996) states:

“the head teachers are responsible for the overall running and control of the school and maintenance of the tone and of all-round standards, and has the responsibility for creating a healthy environment conducive for effective teaching and learning. To boost the professional effectiveness of the teaching staff, it must be killed in these areas: (a) What to evaluate, (b) how to observe and analyze classroom information and other data, and (c) how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teacher to improve instruction”.

Leadership styles are the patterns of behavior through which the leader get his work done by followers in the way as they consider that is their own work. According to Clark (2000) “leadership style is the manner and approach in which a leader provides direction, implements plans, and motivates people so as to achieve organizational goals. This therefore means that leadership style and the effectiveness of interactions between leaders and their subordinates are important essentials of team success in any hierarchical organization”. However, different leaders adopt different leadership styles and different organizations are run with different leadership styles.

Holdford (2003) has noted leadership styles that exist to include; “(1)

Autocratic leadership style which influence behavior by using rewards and punishments; in this type of leadership the leader’s main focus is on the goal and not on the followers. (2) Democratic leadership style where the leader makes decision by accepting the suggestions of his followers regarding the work.

The followers feel that they are doing their own work for their own benefits and they also own the goals of an organization. This gives rise to new ideas. The matters are run with the collaborative efforts of the team.

Fullan (1991) says democratic leadership followers formulate patterns of response which yield results and give much satisfaction as well. The functions of head teachers are wide-ranging within an educational set-up.

As declared by Hill-Mcshane (2009):

“The key functional word that describes well the head teacher is that of a manager and a leader in educational dimensions”.

The head teachers use different tactics, adopt different strategies, and make varied decisions in instructional leadership for effectiveness in classrooms. Main focus of instructional managers is imparting instructions while the main focus of managers is to run smooth organization.

For running a school’s affairs smoothly the role of principal as an instructional leader is imperative yet he has to be a good manager to administer the day to day affairs of a school and for making long run plans for the good achievement of the institution. Fullan (1991) argues that, the head teacher’s task is to get the work done in such a way that he himself only watch them and not do every activity himself however, practically management or leadership, the administration do differ and it seems that many head teachers are the victims of time.

Actually they have to do also do different activities such as dealing with the parents, public, receiving calls, doing and attending meetings which are sometimes only time killing activities and at the same time he has to administer and run the institution by being educational manager.. It is a contradictory in headship that one principal recently said that, “it should not fall to my lot to be school property surveyor, building inspector, water and electricity meter reader, store stocker, toilet unblocked and general factotum”(personal communication, 2010).

The head teacher is fully responsible for the leadership and management of the schools. The head teacher should provide leadership and direction to the staff and thus should prove that his school is managed in a best possible way. Being a good educational manager, the head teacher should adopt the best policies to use the resources in a way to get maximum output and the community may be benefited from it as a whole. From the above discussion, it is clear that head teachers are constantly under pressure from the society, from the higher offices and from the teacher unions to give attention on school performance as the number of literate parents is being increased, the government policies are often changed with the change of poetical government and the strong teacher unions. It is from such study that it is important to know how head teachers perform their roles in a secondary school setting.

Fielder (in Hoy & Miskel, 1996) said that leadership behavior denotes the certain acts of a leader in directing and coordinating the work of group members. For example, the leader can direct, commend, make helpful suggestions and show recommendations for the well-being of group members.. Yukl (1994) notes: “leadership influences the interpretation of events for followers, the choice of objectives for group or organization”.

2.1.2 Administrative, management and leadership delineation:

In this study, the researcher has tried to make difference between administration, management and leadership aspects as; the head teacher does all these works. These terms are overlapping. The clear distinction between all these terms is not possible as they are used inter-changeably. Nevertheless, it is said

if personnel and material resources are used equitably to get maximum benefits that is termed as management. It is called the ideal role of the head teacher and leadership is a characteristic which is different from the explanation of the ideal roles and how one feels it should be done as a person. The head of a school should embody the ideal role and use them in his school environment.

2.1.3 Educational Dimension:

The first priority of the school head is to monitor the teaching learning process. Monitoring includes actions set by the head to ensure that the policies of the government are being implemented in a right way to achieve the targets and objectives set by the government in the national interest and the time line is also being followed. The purpose of monitoring is to enhance the effectiveness of the programs and the head teacher has to monitor the process being the administrator of the school. The principal spends most of her time in dealing with managerial problems. It is being emphasized that the head teachers should spend most of his time on academic activities of school.

Moreover, teachers were also expected to groom their student in such a way that after completion of their graduation, they were ready to become change agent for the society. Both the teacher and school expected that one student of urban school should help student for setting a corrective outlook for the values of society. This includes the solution of the problems independently after entering the society, being innovative at work.

2.2 Teacher Motivation

Teacher plays the key role in making or marring the future of the students. Therefore, from last few decades it has been discussed that the teacher should be a person who is very motivated towards the responsibilities which rests on his/her shoulders.

These researchers are of the view that the existence or lack of strong leadership, the environment of the school, and the attitude of the staff directly influence the achievement of a student.

Even in Second Language Acquisition (SLA) research, teacher motivation is currently viewed as a variable which has a strong impact on learner motivation (Gardner, 2007). Besides, teaching language, all teachers are expected to increase learners' intrinsic motivation by means of employing different motivational strategies: "instructional interventions applied by the teacher to elicit and stimulate student motivation" (Guilloteaux & Dörnyei, 2008, p. 52).

Hersey and Blanchard (1988) have described leadership in relationship to several factors namely "preferred style of leadership; maturity of followers; expectations of followers, and task at hand".

The effectiveness of a leader's attitude is hoped to increase when there is a harmony between leadership styles and situations. Leadership effectiveness can be measured by the degree to which the manager meets both the organizational goals and satisfies the employees' needs (Bateman *et al.*, 1993).

However, the more the teachers are motivated, the more he will be able to motivate his/her students. Bishay, A. (1996) concludes in a recent study on teacher motivation, classroom strategy use, learner motivation, and second language achievement, in the discussion of learner motivation, "teacher motivation

is the most important variable because if teachers are not motivated the whole notion of strategy use is lost” (p. 29). Thus it is viewed that the motivational of teacher is directly proportional to that of a student.

If the head teacher, being the educational manager succeeds to set the objectives to be achieved by the school, taking his staff with him, within a time line, and all work as a team, then it is sure that the team will achieve the objectives. The reason behind it is that in this way teachers feel that these are their own objectives and not that of only head teachers, so they work together to achieve the targets. Also, the friendly relationship of head teachers with their staff is helpful in increasing the morale of teachers. In formal setting, the teachers see their school heads in the offices or the teachers see them when they call the teachers for formal meetings and thus head teachers, in such a setting, fail to make cordial relationship with the staff. Even , often the objectives are set by the government and heads communicate these objectives to teachers in meetings. The question therefore is “are the heads aware there is a management technique like these and are the head teachers actually using the management style of walking/wandering around or management by walking about and what effects have these styles on teacher motivation?. Also do the head teachers actually involve their teachers in setting objectives? To help unfold these issues this research is aimed at finding the effects of the heads management style on teacher motivation. The purpose of the study was to identify the management styles of head teachers and their effects on teacher motivation.

2.3 Motivation

Motivation is being explored in educational research constantly at least for the last four decades. However, the major challenge for motivation researchers, even today, is to provide an adequate definition of the construct. As Cohen, L; Manion, L & Morrison, K. (2007) rightly puts it “Motivation, like the concept of gravity, is easier to describe – in terms of its outward, observable effects – than it is to define”.

2.3.1 Theories in Teacher Motivation

Johnson (1986) is amongst the first researchers who have suggested a theoretical foundation for the study of teacher motivation. In his leading article entitled “Incentives for Teachers: What Motivates and What Matters,” he suggests that by understanding three motivation theories one can understand the steps taken to enhance the teacher motivation.

- 1.Expectancy theory
- 2.Equity theory
- 3.Job enrichment theory.

Among these, **expectancy theory** is a theory of motivation suggested by the American psychologist, Vroom (1964), in the 1960s. The basic concept of this theory is that “individuals are more likely to strive in their work if there is an anticipated reward that they value (such as a bonus or promotion) than if there is none” (Johnson, 1986, p. 55).

The theory basically consists of three components:

- Expectancy
- Instrumentality

- Valence

Expectancy means the belief of an individual that the task that he/she undertakes will yield an outcome, the most basic outcome being the accomplishment of the task itself (Lawler, 1973,p. 63). The conviction that the accomplishment of the first level of task will leads to another desired second level of task is termed instrumentality. Eventually, the valence is how much an individual prefers or values an expected outcome.

Just like expectancy theory, **equity theory** proposed by Adams (1963) is also concerned with work outcomes. This theory is primarily based on the fact that “individuals are dissatisfied if they are unjustly compensated for their efforts and achievements” (Johnson, 1986, p. 55). The employees often make comparison of their work and reward with the work and reward of their co-employees. Input here can mean anything from education, seniority, effort,experience, skills, and/or creativity to one’s loyalty to the organization. Meanwhile, output can mean things like pay, intrinsic rewards, seniority benefits, status symbols, job security, career advancement, recognition, and so forth Wango, G. their morale otherwise they are discouraged. (2009). If employees feel equity it increases The third and final work motivation theory that Johnson proposes to understand teacher motivation is the **job enrichment theory**. This theory, proposed by Hackman and Oldham (1976), maintains that “workers are more productive when their work is varied and challenging” (Johnson, 1986, p. 55).

To achieve the purpose, employers have to design “enriched work” for their employee who promotes skill variety, task identity, task significance, autonomy, and feedback (Latham, 2006, p. 32).

As Johnson (1986) suggests, measures often taken to increase teacher motivation in different countries can be understood in the contexts of all these three theories. In his view, expectancy and equity theories provide a rationale for merit pay for teachers. There should be an honoraria or bonus at the end of year for those teachers whose performances remain outstanding. The motivational level of such teachers who receive merit pay is always high as compared to other teachers. Meanwhile, job enrichment theory provides justification for “differentiated staffing” and “career ladders” in teaching (p. 65). Although most of the teachers have intrinsic motivation yet they may feel boredom by teaching the same subject for years so they feel monotony“Teachers often report that they are discouraged by work that promises the same responsibilities on the first and last day of their careers” (Johnson, 1986, p. 69). As a remedy to this, some countries have introduced career ladder plans for teachers which allow perform different functions during their careers as teachers: mentor teacher and master teacher who take up their responsibilities like designing curriculum, teacher training, conducting research, and directing in-service training programs. This leads to increases the motivation of teachers as this involves teachers to do activities which are “varied and challenging” during different phases of their careers (Jonson, 1986, p. 70).

From these theories proposed by Johnson to study teacher motivation, the most attention has been focused on expectancy theory in teacher motivation literature. For instance, Kelley, Heneman, and Milanowski (2002) used expectancy theory (along with goal setting theories) to study the motivational

effects of school-based performance award programs on teachers in some schools in North Carolina. In a more recent study, Finnigan and Gross (2007) used expectancy theory to examine the impact of the No Child Left Behind Act (2001) on teacher motivation in ten schools in Chicago.

The extrinsic and intrinsic motivation is very common model of work motivation which has greatly influenced teacher motivation research during the last two decades. This distinction proposed by Porter and Lawler (1968) was originally based on Vroom's expectancy theory of work motivation (Gagne & Deci, 2005, p. 1). They used the term intrinsic motivation to describe an individual's "natural inclination toward assimilation, mastery, spontaneous interest and exploration that is essential to cognitive and social development" (Ryan & Deci, 2000, p. 70). If a person is intrinsically motivated, the job activity in itself is a satisfaction for him. When there is extrinsic motivation to a person or activity, he derives satisfaction not from the activity itself but from other tangible or verbal rewards (Gagne & Deci, 2005, p. 1). According to Porter and Lawler (1968), both intrinsic and extrinsic motivation rewards are fundamental to the total job satisfaction of workers in any job.

Waters, T., Marzano, R., & McNutty, B. (2004) stated that teaching is the names of activities to do in whose ways there are obstacles and to overcome these obstacles in different situation a person learns. It is like a contract between a mature and immature person. The more mature one is a teacher and less mature is a student and it is designed to further the education of the latter. He also stated that the teaching is such an activity by performing which the student is able to form an independent judgment. The today teacher is taking the advantage of modern educational technologies for the implementation of new educational procedures. He is an educator and a counselor who tries to increase his pupils' abilities and interests.

2.4 Behavior

Behavior is a reaction, which an individual shows to his environment at different times. Various authors have defined it in different words: Taneja (1989) stated that "the meaning of Behavior is conduct or carry oneself or Behavior is what we do, especially in response to outside stimuli".

UNESCO (1986) documented that "anything that an organism does that involves action and response to stimulation."

Joyce (1980) also defined that "Behavior is lawful and subject to variables in the environment".

Ansari (1983) states that study problems of the students and their attitudes towards teachers, school and education are important variables needing further investigation.

Achievement has been defined in Spence (1983) as "a task oriented Behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others, or that otherwise involves some standard of excellence".

The scholastic achievement is measured in different ways for example with the help of achievement test, teacher's ratings, and grade point averages. The idea that there is a relationship between academic self concept and academic performances is not a new one.

2.5 Academic Performance

The performance of a student in an institution is a topic of great practical concern for parents and teachers, and of great theoretical concern for researchers. Achievement outcomes have been regarded as a function of two characteristics, “skill” and “will” and these must be considered separately because possessing the will alone may not in sure success if the skill is lacking (McCombs and Marzano, 1990).

2.6 Academic Failure

Academic failure is relative concept. According to Good(1973), “failure pupil implies lack of success on the part of pupil in accomplishment of school work”.

Naturally, there is a wide range of difference it as the schools type, curricula and the standard of assessment varies with one another. The academic failure assumed varied meanings in different countries, stages, media and institutions. A system of ungraded schools is also in voguewhere there cannot be any academic failure in its popular sense. So, failures do not form a homogeneous group conceptually.

There are different aspects which add to academic failure and under-achievement, the major ones are the personal health, social back ground, learning habits, I.Q and the school environment. One of the most obvious findings of the Plowden(1967) who reported that home environment is more influential, as a determinant of attainment, than school. In the social background, socio-economic factors, parent-child relations number of children, home adjustment and encouragement by theparents are the variables which are most frequently studied.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the overall process and strategy to arrive at the solution of the problem is described.

The present study was undertaken the impact of the Head teachers on the performance of school teachers.

The respondents were selected through random sampling. Two types of questionnaires were developed to judge the attitude of respondents. Questionnaire for head teachers consisted of 14 questions while questionnaire for teacher consists of 15 questions. Following methodology was adopted to carry out this study.

3.1 Design of the Study

The design used for conducting study was descriptive/ survey because the research focused on assessing the impact of Head teachers on the performance of school teachers. Data were collected through well-developed questionnaires. After the collection of data carefully it was organized, tabulated and interpreted with the help of relevant statistics. At the end the recommendations were made based on the findings and conclusions.

3.2 Population

The Head teachers and teachers of Govt. secondary schools of district Vehari made the population of the study.

3.3 Sample

The head teachers male and female of high and higher secondary schools in district Vehari made the population of the study. The population of the study consisted on a large area and number, therefore sampling was made. The random sampling technique was used in this study. By using random sampling method, data were collected from 70 head teachers, and 200 teachers.

3.4 Delimitations

The study was delimited to the secondary schools of district Vehari.

3.5 Design of the Instrument

The quantitative design was adopted to conduct the research. A survey type of inquiry was made. Questionnaires were prepared by the researcher himself for the sample to know their opinion.

3.6 Development of Tool

A questionnaire for head teachers consisting of 14 items and a questionnaire for teachers consisting of 15 items were developed after the review of related literature. The format of questionnaires was like that of closed ended or structured questionnaire, four options were given. The options were strongly disagreed, disagreed, agreed and strongly agreed. The respondents were asked to select one option among the given four according to their free will.

3.7 Validation of the Tool

A questionnaire on four points likert scale was developed to know the opinion of head teachers about the impact of head teachers on the performance of school teachers. There were 20 items in the questionnaire. For validation, it was presented to 3 academicians of Islamia University by the researcher. They were requested to point out irrelevant statements and to give suggestions for the improvement of the questionnaire. The academicians pointed out 2 ambiguous statements which were made clear in the light of their comments and in the guidance of the supervisor. Two statements were interchanged, statement number 2 was placed at the place of statement number 7. Three statements were repeated so one was deleted. The academician pointed out four irrelevant statements, which were deleted. In that way there remained 14 statements in the end.

Another questionnaire on four points likert scale was developed to know the opinion of teachers about the impact of head teachers on the performance of school teachers. There were 20 items in the questionnaire. For validation, it was presented to 3 academicians of Islamia University by the researcher. They were requested to point out irrelevant statements and to give suggestions for the improvement of the questionnaire. The academicians pointed out 2 ambiguous statements which were made clear in the light of their comments and in the guidance of the supervisor. Two statements were interchanged, statement number 2 was placed at the place of statement number 7. Two statements were repeated so one was deleted. The academician pointed out four irrelevant statements, which were deleted. In that way there remained 15 statements in the end.

The questionnaire was validated under the supervision of expert opinion. In the supervision of the experts' opinion, the questionnaire was finalized and validated by experts' opinion.

3.8 Administration of the Research Tool

The Head teachers and teachers of the concerned schools were approached personally by the researcher and delivered questionnaires to collect data from them.

3.9 Data Collection

The researcher personally visited Government Schools and collected data from the respondents. Prior to the collection of data the respondents were explained the purpose of data research. The data was collected from the respondents when they completed it according to their own will.

3.10 Analysis of Data

Data was tabulated by applying statistical method i.e. percentage, frequency, mean difference; pair T test, Independent T test and Anova test were used. Data was analyzed and transferred into qualitative form in the light of results obtained.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Demographic Description of the Sample of Head teachers

This chapter deals with analysis and interpretation of data. Two separate questionnaires one each for head teachers and teachers were used to collect the data from the respondents. Both descriptive and inferential Statistics were used to analyze the data. Initially description of the samples is reported in tabular form. Frequency and percentage of demographic variables worked out. An effort was made to give equal representation to rural and urban as well as male and female students in the sample. Recorded data were analyzed by using Statistical Package for Social Sciences (SPSS) Version 16. Percentages, mean scores and standard deviation values were calculated for results. Independent-Samples T-test was applied to draw the significance of difference. Pair t test; One Way ANOVA followed by Bonferoni as a Post Hoc test were conducted to find out the impacts of demographic variables on each factor. The results are given below in the form of the following tables.

Table 4.1. Age Wise Distribution of Respondent.

Age in years	Frequency	Percentage
20-30	4	6.2
31-40	15	23.1
41-50	38	58.5
51-60	8	12.3
Total	65	100

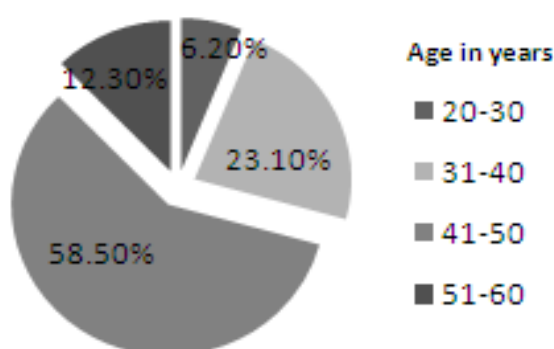


Table 4.1 and pie-chart indicates that 58.5% head teachers in the sample were 41-50 years old whereas 23.15% belonged to 31-40 years age group while 12.3 % were in the age group of 51-60 only 6.2% respondents were 20-30 years old.

Table 4.2. Designation Wise Distribution of respondents.

Designation	Frequency	Percentage
Headmaster	29	44.6
Headmistress	17	26.2
Principal	19	29.2
Total	65	100

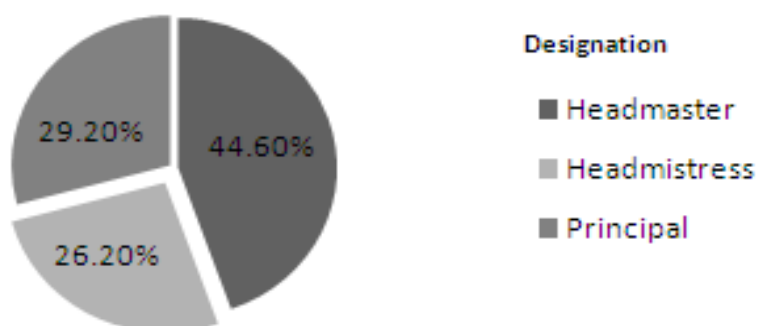


Table 4.2 and graph shows the designation of head teachers in the sample were Headmaster (44.6%), headmistress (26.2%) and principals (29.2%).

Table 4.3. Tehsil Wise Distribution of respondents.

Tehsil	Frequency	Percent
Vehari	29	44.6
Burewala	17	26.2
Mailsi	19	29.2
Total	65	100

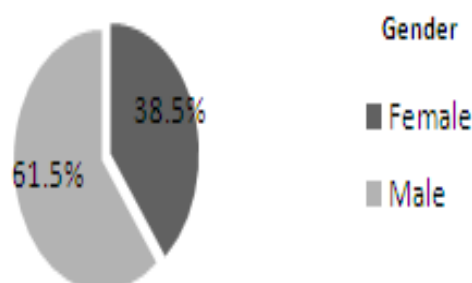


Table 4.3 and pie-chart reflects that 44.6% school heads belonged to Tehsil Vehari, 26.2% were based in Tehsil Burewala and 29.2 % were of Tehsil Mailsi.

Table 4.4. Gender of respondents

Gender	Frequency	Percent
Male	40	61.5
Female	25	38.5
Total	65	100

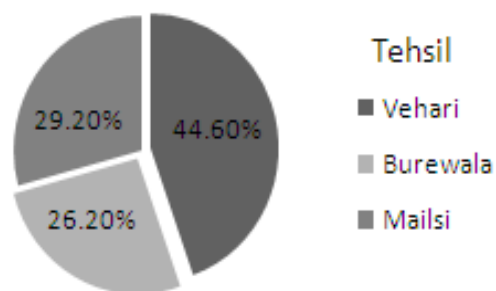


Table 4.4 and graph indicates that 61.5% head teachers were Male whereas 38.5 % head teachers were female.

Table 4.5. Residential status of distribution of respondents.

Area	Frequency	Percentage
Urban	Urban	47.7
Rural	Rural	52.3
Total	Total	100

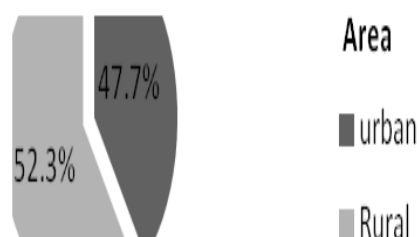


Table 4.5 and pie-chart reflects that 52.3 % head teachers belonged to rural areas and 47.7% head teachers belonged to urban areas.

Table 4.6. Experience of respondents

Experience in years	Frequency	Percentage
1-10	13	20.0
11-20	23	35.4
21-30	29	44.6
Total	65	100

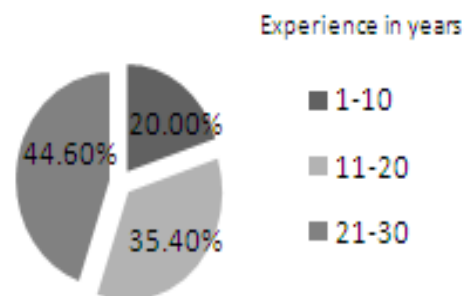


Table 4.6 and graph shows that 44.6 % school heads in the sample had 21-30 year experience, 35.4% head teachers had 11-20 years experience. Whereas 20.0 % head teachers had 1-10 year experience.

Table 4.7 I seek quality work through project management technique.

Level	Frequency	Percentage
DA	2	3.1
SDA	7	10.8
Agree	45	69.2
SA	11	16.9
Total	65	100.0

Table 4.7 shows that 86.1% head teachers sought quality work through project management technique.

Table 4.8. I allow staff to work on their own rather than wasting time on meetings.

Level	Frequency	Percentage
SDA	4	6.2
DA	18	27.7
Agree	35	53.8
SA	8	12.3
Total	65	100.0

Table 4.8 reflects that 66.1 % respondents agreed with the statement that they allowed staff to work on their own rather than wasting time on meetings whereas 33.9% respondents disagreed with the statement.

Table 4.9. Changes with respect to responsibilities are communicated timely to the respective teachers.

Level	Frequency	Percentage
SDA	2	3.1
DA	3	4.6
Agree	42	64.6
SA	18	27.7
Total	65	100.0

Table 4.9 describes that 92.3 respondents agreed with the statement that the head teachers communicate the changes with respect to responsibilities to the teachers.

Table 4.10. Teachers are allowed to express their views in meetings.

Level	Frequency	Percentage
SDA	1	1.5
DA	2	3
Agree	33	50.9
SA	29	44.6
Total	65	100.0

Table 4.10 illustrates that 95.5% respondents agreed with the statement that teachers are allowed to express their views in meetings.

Table 4.11. When I have a job to do, I do it, even if others' feelings might be hurt in the process.

Level	Frequency	Percentage
SDA	14	21.5
DA	20	30.8
Agree	24	38.5
SA	6	9.2
Total	65	100.0

Table 4.11 reveals that 47.7 % agreed and 52.3% disagreed with the statement that when the head teachers wanted to have a job done, they don't care the teachers' feelings

Table 4.12. I don't accept criticism from any staff.

Level	Frequency	Percentage
SDA	24	36.8
DA	34	52.3
Agree	4	6.2
SA	3	4.7
Total	65	100.0

Table 4.12 demonstrates that 89.1% respondents disagreed that they don't accept criticism from any staff.

Table 4.13. I believe that teachers will exercise self-direction if they are given free hand.

Level	Frequency	Percentage
SDA	11	16.9
DA	12	18.5
Agree	30	46.2
SA	12	18.4
Total	65	100.0

Table 4.13 expresses that 64.6% respondents agreed and 35.4% respondents disagreed with the statement that they believe that if the teachers are given free hand they will exercise self-direction.

Table 4.14. My teachers deal with different types of students according to their own approach.

.	Frequency	Percentage
SDA	6	9.3
DA	5	7.7
Agree	39	60.0
SA	15	23.0
Total	65	100.0

Table 4.14 indicates that 83.0 % respondents agreed with the statement that their teachers deal with different types of students according to their own approach.

Table4.15. I emphasize on my teachers to focus on work only.

Level	Frequency	Percentage
SDA	10	15.4
DA	11	16.9
Agree	24	36.9
SA	20	30.8
Total	65	100.0

Table 4.15 describes that 67.7% respondents agreed and 32.3 % respondents disagreed with the statement that they emphasize on their teachers to focus on work only.

Table 4.16. In my opinion the positive feedback can encourage the staff.

Level	Frequency	Percentage
SDA	0	0
DA	0	0
Agree	26	43.0
SA	37	57.0
Total	65	100.0

Table 4.16 shows that 100% respondents agreed with the statement that the positive feedback can encourage the staff.

Table4.17. i encourage my teachers to discuss the stress factors with me.

Level	Frequency	Percentage
SDA	4	6.1
DA	5	7.7
Agree	33	50.8
SA	23	35.4
Total	65	100.0

Table 4.17 illustrates that 86.2% respondents agreed with the statement that they encourage their teachers to discuss the stress factors with them.

Table 4.18. I don't allow teachers to adopt the new technologies

Level	Frequency	Percentage
SDA	31	47.7
DA	29	44.6
Agree	4	6.2
SA	1	1.5
Total	65	100.0

Table 4.18 describes that 92.3 respondents disagreed with the statement that they didn't allow teachers to adopt the new technologies.

Table 4.19. I motivate teachers to learn new technology

Level	Frequency	Percentage
SDA	2	3.0
DA	1	1.5
Agree	26	40.0
SA	36	55.5
Total	65	100.0

Table 4.19 indicates that 95.5% respondents agreed with the statement that they motivate teachers to learn new technology.

Table 4.20. I mention the weakness in teacher's Performance

Level	Frequency	Percentage
SDA	4	6.1
DA	3	4.6
Agree	42	64.7
SA	16	24.6
Total	65	100.0

Table 4.20 reveals that 89.3% respondents agreed with the statement that they mentioned the weakness in teacher's performance

Factor Structure of head teachers' data

4.21. Heads motivational strategies for teacher's involvement in school activities.

Sr. No.	Item no.	Item Statement	Factor loading	Variance explained
1	10	In my opinion the positive feedback can encourage the staff.	.779	20.588%
2	13	I motivate teachers to learn new technology.	.731	
3	11	I encourage my teachers to discuss the stress factors with me.	.656	
4	6	I don't accept criticism from any staff.	.566	

Table 4.21 reveals that 20.588% variance is explained through the heads motivational strategies for teacher's involvement in school activities. This variable comprised of encouraging the teachers to discuss the stress factors, compromising rejecting criticism from staff. It appears from the table that the participants tried to give positive feedback for encouraging the staff, motivating the teachers to learn new technology. The factor loading in all the cases is no less than .566

Table 4.22 Professional approach of head teachers for capacity building of teachers

Sr. No.	Item no.	Item Statement	Factor loading	Variance explained
5	5	When I have a job to do, I do it, even if others' feelings might be hurt in the process.	.798	14.3981%
6	6	I allow staff to work on their own rather than wasting time on meetings.	.769	
7	9	I emphasize on my teachers to focus on work only.	.696	

Table 4.22 reveals that 14.3981% variance is explained through professional approach of head teachers for capacity building of teachers. This variable comprised of emphasizing teachers to focus on work only. It appears from the table that the participants tried to have a job done, even if others' feelings

might be hurt in the process, allow staff to work on their own rather than wasting time on meetings. The factor loading in all the cases is no less than .696

Table 4.23. Strategies of school heads for developing sense of responsibility among teachers

Sr. No.	Item no.	Item Statement	Factor loading	Variance explained
8	4	Teachers are allowed to express their views in meetings.	.678	12.642%
9	12	I don't allow teachers to adopt the new Technologies	.846	
10	3	Changes with respect to responsibilities are communicated timely to the respective teachers.	.579	

Table 4.23 reveals that 12.642% variance is explained through strategies of school heads for developing sense of responsibility among teachers This variable comprised of allowing the teachers to express their views in meetings. It appears from the table that the participants tried to changes with respect to responsibilities communicated timely to the respective teachers, heads don't allow teachers to adopt the new technologies. The factor loading in all the cases is no less than .579

Table 4.24. Head teacher's beliefs for improving the efficiency of teachers

Sr. No	Item no.	Item Statement	Factor loading	Factor loading
11	14	I mention the weakness in teacher's performance	.707	9.742%
12	7	I believe that teachers will exercise self-direction if they are given free hand.	.684	
13	1	I seek quality work through project management technique.	.615	
14	8	My teachers deal with different types of students according to their own approach.	.393	

Table 4.24 reveals that 9.742% variance is explained through head teachers' beliefs for improving the efficiency of teachers. This variable comprised of mentioning the weakness in teacher's performance. It appears from the table that the participants tried to believe that if the teachers are given free hand they will exercise self-direction, mention the weakness in teacher's performance. The factor loading in all the cases is no less than .579

Analysis of Response of Head teachers

Table 4.25. Heads Motivational Strategies for Teacher's Involvement In School Activities.

Sr. No.	Item No.	Statement	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
1	10	In my opinion the positive feedback can encourage the staff.	65	100%	0	0
2	13	I motivate teachers to learn new technology.	63	96.9%	2	3.1
3	11	I encourage my teachers to discuss the stress factors with me.	56	85.9%	9	14.1
4	6	I don't accept criticism from any staff.	7	11.1%	58	88.9
		Total	191	73.475	69	26.525
T-Test			Agree mean = 47.7500 Agree S.D = 13.71966	=	Disagree mean =17.2500 Disagree S.D =13.71966 Std. Error Mean =27.43933 df =3 t =1.112 sig. =.347s	

Regarding Table 4.25 showed that 73.475% respondents agree with the Heads motivational strategies for teacher's involvement in school activities. More than 85% respondents believe that positive feedback can encourage the staff, motivate teachers to learn new technology, encourage my teachers to discuss the stress factors while less than 11.1% respondents do not accept criticism. Agree and disagree set of responses are significantly different (Agree mean: 47.7500, Disagree mean: 17.2500, Agree S.D. 13.71966, Disagree S.D. 13.71966, Std.error Mean: 27.43933 df =3 , t =1.112 sig. =.347s)

Table 4.26. Professional approach of head teachers for capacity building of teachers.

Sr. No.	Item No.	Statement	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
5	5	When I have a job to do, I do it, even if others' feelings might be hurt in the process.	31	47.7	34	52.3
6	2		7	10.7	58	89.3
7	9	I emphasize on my teachers to focus on work only.	44	67.7	21	32.3
			82	42.03	113	57.96
T test				Agree mean = 27.333 Agree S.D = 18.77054	Disagree mean = 37.6667 Disagree S.D = 18.77054 Std. Error Mean = 21.67436 df = 2 t = -.477 sig. = .681	

Table 4.26 reveals that 42.03% respondents showed professional approach of head teachers for capacity building of teachers. More than 47% respondents emphasize on teachers to focus on work only, they have a job done, without caring for others' feelings. Agree and disagree set of responses are significantly different (Agree mean = 27.333, Disagree mean = 37.6667, Agree S.D = 18.77054, Disagree S.D = 18.77054, Std. Error Mean = 21.67436, df = 2, t = -.477, sig. = .681)

Table 4.27 .Strategies of school heads for developing sense of responsibility among teachers.

Sr. No.	Item No.	Statement	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
8	4	Teachers are allowed to express their views in meetings.	62	95.4	3	4.6
9	12	I don't allow teachers to adopt the new technologies	5	7.7	60	92.3
10	3	Changes with respect to responsibilities are communicated timely to the respective teachers.	60	92.3	5	7.7
Total			127	65.13	68	34.86
T test				Agree mean = 42.3333 Agree S.D = 32.34708	Disagree mean =22.6667 Disagree S.D = Mean32.34708 Std. Error Mean =37.35119 df =2 t =_.527 sig. =.651s	

In Table 4.27: 65.13% respondents showed strategies of school heads for developing sense of responsibility among teachers. More than 92% respondents allowed teachers to express their views in meetings, teachers Agree and disagree set of responses are significantly different (Agree mean = 42.3333, Disagree mean =22.6667, Agree S.D32.34708 S.D =Mean32.34708 Std. Error Mean =37.35119 df =2t =_.527 sig. =. 651s)

Table 4.28 Head teachers' beliefs for improving the efficiency of teachers

Sr. No.	Item No.	Statement	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
11	14	I mention the weakness in teachers' performance.	58	89.3	7	10.7
12	7	I believe that teachers will exercise self-direction if they are given free hand.	42	64.6	23	10.06
13	1	I seek quality work through project management technique.	56	86.1	9	13.9
14	8	My teachers deal with different types of students according to their own approach.	54	83.0	11	17.0
			210	80.75	50	12.915
T –Test				Agree mean = 52.5000 Agree S.D = 12.5000	Disagree mean =71.63000 Disagree S.D =7.18795 Std. Error Mean =7.18795 df =3 t =5.565 sig. =.011	

Regarding Table 4.28: 80.75 % respondents have shown head teachers' beliefs for improving the efficiency of teachers. More than 64% respondents believe that teachers will exercise self-direction if they are given free hand, mention the weakness in teachers' performance, seek quality work through project management technique, and believe that teachers deal with different types of students according to their own approach. Agree and disagree set of responses are significantly different (Agree mean: 52.5000, Disagree mean: 71.63000, Agree S.D. 12.5000, Disagree S.D 7.18795, Std. Error Mean =7.18795, df =3,t =5.565, sig. =.011)

Table 4.29 Head teachers' perceptions about the performance of teachers

Sr. No.	Subscales	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
1	Heads motivational strategies for teacher's involvement in school activities	191	73.475	69	26.521
2	Professional approach of head teachers for capacity building of teachers	82	42.03	113	57.96
3	Strategies of school heads for developing sense of responsibility among teachers	127	65.13	68	34.86
4	Head teachers' beliefs for improving the efficiency of teachers.	210	80.75	50	12.915
Average		65.35		33.065	

Table 4.29 shows that 80.75% respondents agreed that Head teacher's beliefs for improving the efficiency of teachers. 73.475% agreed that Heads motivational strategies for teacher's involvement in school activities. 65.13% agreed that the Strategies of school head for developing sense of responsibility among teachers. 42.03% Professional approach of head teachers for capacity building of teachers. Overall agree percentage is 65.35%.

Table 4.30 Impact of Heads' motivational strategies for teacher's involvement in school activities.

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
11	Head Teacher encourages teachers to discuss the stress factors with him/her.	Principal/ Head master	.555	.219	3.911	63	.025

Table 4.30 expose that mean difference between principal and head master is .555 showing that principal's attitude towards motivational strategies for teacher's involvement in school activities high than the headmasters. Significant level is.025 that indicates that there is significant difference between principals and masters.

Table 4.31. Impact of Professional approach of head teachers on capacity building of teachers.

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
2	Head Teacher allows staff to work on their own rather than wasting time on meetings.	Principal/Head mistress	.748	.322	3.339	64	.042
		Principal/Head master	.047	.311	3.339	64	.032

Table 4.31 reveals that mean difference between principal and head master is .555 and between principals and headmistress is .047 showing that principals' professional approach for allowing the teachers to work independently rather than wasting time in meetings for building their capacity is better than those of headmasters (mean difference .748, standard error .322, F 3.339, df 64 and sig .042) and headmistress

Table 4.32. Impact of strategies of school heads' for developing sense of responsibility among teachers.

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
3	Changes with respect to responsibilities are communicated timely to the respective teachers.	Head master/ Head mistress	.580	.247	2.819	64	.067
		Head master/ Principal	.292	.239	2.819	64	.067
		Principal/ Head mistress	.288	.270	2.819	64	.067

Table 4.32 expose that mean difference between head master and headmistress is .580 headmaster and principals is .292, principals and headmistress is .288 and between principals and headmistress is .047 showing that headmasters attitude towards strategies of school heads for developing sense of responsibility among teachers is high than both the principals and headmistress. Significant level is .067 that indicates that there is significant difference between headmasters and principals.

In the rest of the cases there is no significant effect.

Table 4.33 . Impact of tehsils on Heads' motivational strategies for teacher's involvement in school activities.

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
10	In my opinion the positive feedback can encourage the staff.	Mailsi/Vehari	.376	.141	3.64	63	.032
13	Head Teacher motivates to learn new technology.	Mailsi/Vehari	.426	.166	4.117	63	.021
11	Head Teacher encourages teachers to discuss the stress factors with him/her.	Mailsi/Vehari	.221	.156	3.225	63	.047

Table 4.33 reveals that mean difference between tehsils is more than .221 showing that in tehsil Mailsi heads motivational strategies for teacher's involvement in school activities is comparatively high than others. Significant level is .021 that indicates that there is significant difference between Mailsi and Vehari.

Table 4.34. Tehsil wise impact of professional approach of head teachers for capacity building of teachers

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
2	Head Teacher allows staff to work on their own rather than wasting time on meetings.	Mailsi/Vehari	.710	.325	2.762	64	.071

Table 4.34 expose that mean difference between Tehsil Mailsi and Tehsil Vehari is .710 showing that in tehsil Mailsi the attitude of headmasters towards professional approach of head teachers for capacity building of teachers is high than Tehsil Vehari Significant level is .071 that indicates that: there is significant difference between tehsil Mailsi and tehsil Vehari. In the rest of the cases there is no significant effect. In the rest of the cases there is no significant effect.

Table 4.35. Impact of experience Heads motivational strategies for teacher's involvement in school activities.

Sr. No.	Item no	Statement	Variable	Mean	Standard deviation	Error mean	T	Df	Sig
1	10	In my opinion the positive feedback can encourage the staff	Male/female	4.83	.501	.079	-3.439	62	.000

Table 4.35 reveals that mean difference between Male and Female is more than .221 showing that in Male heads motivational strategies for teacher's involvement in school activities is comparatively high than Female. Significant level is .000 that indicates that there is significant difference between Male and Female.

Table 4.36. Impact of experience on Head teachers' beliefs for improving the efficiency of teachers.

Sr.	Item no	Statement	Variable	Mean	Standard deviation	Error mean	T	Df	Sig
1	7	I believe that teachers will exercise self-direction if they are given free hand.	Male/female	3.71	1.177	.186	-.744	62	.045

Table 4.36 reveals that mean difference between Male and Female is more than 3.50 showing that in Male head teachers' beliefs for improving the efficiency of teachers is comparatively high than Female. Significant level is .045 that indicates that there is significant difference between Male and Female.

In the rest of the cases there is no significant effect.

Table 4.37. Impact of urban and rural area on professional approach of head teachers for capacity building of teachers.

Sr.	Statement	Variable	Mean	Standard deviation	Error mean	T	Df	Sig
1	Professional approach of head teachers for capacity building of teachers	Urban/rural	3.74	1.244	.154	1.675	63	.005
2	Professional approach of head teachers for capacity building of teachers	Urban/rural	4.00	1.153	.159	1.318	60	.031

Table 4.37 reveals that mean difference between Urban and Rural is more than 3.29 showing that in urban areas professional approach of head teachers for capacity building of teachers is comparatively higher than rural. Significant level is .031 that indicates that there is significant difference between Urban and Rural.

Table 4.38. Impact of rural and urban areas on Heads motivational strategies for teacher's involvement in school activities.

Sr.	Item no	Statement	Variable	mean	Standard deviation	Error mean	T	Df	Sig
1	6	I don't accept criticism from any staff.	Urban/rural	2.24	1.066	.137	.526	61	.044

Table 4.38 reveals that mean difference between Urban and Rural is more than 2.12 showing that in Urban heads motivational strategies for teacher's involvement in school activities is comparatively high than Rural. Significant level is .044 that indicates that there is significant difference between Urban and Rural. In the rest of the cases there is no significant effect.

In the rest of the cases there is no significant effect.

Table 4.39. Impact of urban and rural area on Head teachers' beliefs for improving the efficiency of teachers

Sr. No.	Item no.	Statement	Variable	Mean	Standard deviation	Error mean	T	Df	Sig
1	7	I believe that teachers will exercise self-direction if they are given free hand.	Urban/rural	3.87	1.224	.113	2.057	62	..011
2	8	Teachers deal with different types of students according to their own approach.	Urban/rural	4.13	.892	.115	1.435	62	.099

Table 4.39 reveals that mean difference between urban and Rural is more than .3.32 showing that Urban Head teachers' beliefs for improving the efficiency of teachers is comparatively high than Rural. Significant level is .011 that indicates that there is significant difference between Urban and Rural Analysis of the questionnaire for teachers

Table 4.40. Distribution of respondents with regards to Tehsil

Tehsil	Frequency	Percent
Vehari	80	43.9
Burewala	87	47.8
Mailsi	15	8.3
Total	182	100

Table 4.40 and graph indicates that 47.8% teachers in the sample belonged to tehsil Burewala whereas 43.9% belonged to tehsil Vehari.

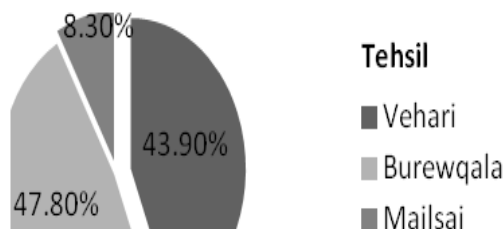


Table 4.41. Gender wise distribution of the respondents.

Gender	Frequency	Percent
Male	126	69.1
Female	56	30.9
Total	182	100

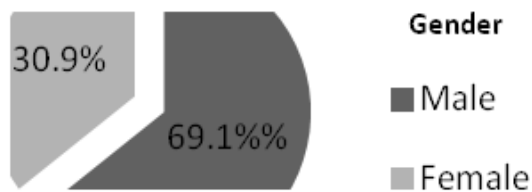


Table 4.41 and pie-chart indicates that 69.1% teachers in the sample were male while 30.9% were female.

Table 4.42. Age wise Distribution of respondents.

Age in years	Frequency	Percent
20-30	42	23.1
31-40	51	28.0
41-50	85	46.7
51-60	4	2.2
Total	182	

Table 4.42 reveals that 46.7% teachers in the sample belonged to 41-50 years age group whereas 28% teachers belonged to age group 31-41 and 23.1 belonged to age group 20-30 years.

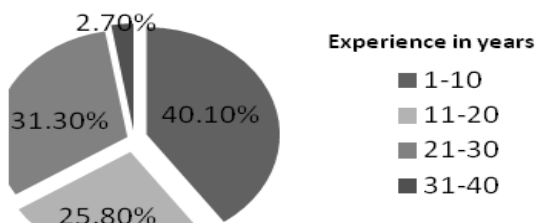


Table 4.43. Designation of the respondents.

Designation	Frequency	Percent
SST	103	56.6
SSE	18	9.8
EST	34	18.6
SESE	10	5.6
PET	3	1.6
PST	14	7.8
Total	182	100

Table 4.43 describes that 56.6% teachers in the sample were SST and 18.6% teachers were EST.

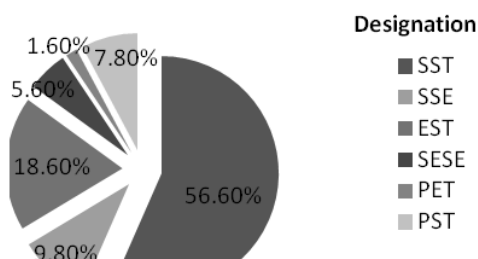


Table 4.44 Distribution of respondents with respect to experience

Experience in years	Frequency	Percent
1-10	73	40.1
11-20	47	25.8
21-30	57	31.3
31-40	5	2.7
Total	182	100

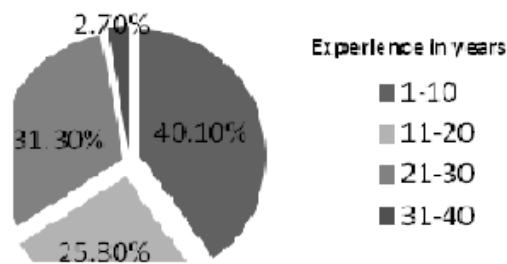


Table 4.44 and graph reveals that 40.1% respondents had teaching experience between 1-10 years, 31.3% respondents had 1-30 years whereas 25.8% had 11-20 years experience

Table 4.45 Residential area wise Distribution of respondents

Area	Frequency	Percentage
Urban	86	47.7
Rural	96	52.3
Total	182	100

Table 4.45 and pie-chart indicates that 52.3% respondents in the sample belonged to rural area whereas 47.7% respondents belonged to urban area



Table 4.46 the teachers’ performance can be enhanced through obtaining teacher’s opinions during the preparation of the work plan.

Level	Frequency	Percentage
SDA	12	9.5
DA	19	10.4
A	91	47.2
SA	60	32.9
Total	182	100.0

Table 4.46 illustrates that 80.1% of the respondents were agreed with the statement that the teachers’ performance can be enhanced through obtaining teacher’s opinions during the preparation of the work plan

Table 4.47 Head Teacher allows staff to work on their own rather than wasting time on meetings..

Level	Frequency	Percentage
SDA	30	19.2
DA	50	27.4
A	68	34.6
SA	34	18.3
Total	182	100.0

Table 4.47 describes that 53.4% respondents agreed with the statement and 46.6% respondents disagreed with the statement that head Teacher allows staff to work on their own rather than wasting time on meetings.

Table 4.48 Head Teacher doesn’t communicate regularly with parents and students as individuals or groups.

Level	Frequency	Percentage
SDA	58	35.1
DA	54	29.7
A	50	27.5
SA	20	7.7
Total	182	100.0

Table 4.48 demonstrates that 64.8% respondents were disagreed and 35.2% respondents were agreed with the statement that head Teacher don’t communicate regularly with parents and students as individuals or groups.

Table 4.49 It is my opinion that strict administration is the key to success.

Level	Frequency	Percentage
SDA	40	22.0
DA	65	35.7
A	48	26.4
SA	29	15.9
Total	182	100.0

Table 4.49 reveals that 57.7% respondents were disagreed whereas 42.3% respondents were disagreed with the statement that in his/her opinion the strict administration is the key to success.

Table 4.50 Head Teacher consults teachers but make the final decision according to situation.

Level	Frequency	Percentage
SDA	19	10.4
DA	22	12.1
N	16	8.8
A	96	52.7
SA	45	24.7
Total	182	100.0

Table 4.50 describes that 77.4% respondents were agreed with the statement that head Teacher consults teachers but make the final decision according to situation.

Table 4.51 When Head Teacher has a job to do, he/she do it, even if others' feelings might be hurt in the process.

Level	Frequency	Percentage
SDA	66	36.2
DA	41	22.5
A	55	30.2
SA	20	11.0
Total	182	100.0

Table 4.51 reveals that 58.8% respondents were disagreed and 41.2% agreed with the statement that when Head Teacher wants to have a job done, do it without caring others 'feelings.

Table 4.52 Head Teacher settles conflicts under stress.

Level	Frequency	Percentage
SDA	58	31.9
DA	48	26.4
A	65	35.7
SA	11	6.0
Total	182	100.0

Table 4.52 illustrates that 58.3% respondents were disagreed and 41.7% agreed with the statement that head Teacher settles conflicts under stress.

Table 4.53 Head Teacher doesn't accept criticism from any staff.

Level	Frequency	Percentage
SDA	55	30.2
DA	58	31.8
A	55	30.2
SA	14	7.7
Total	182	100.0

Table 4.53 demonstrates that 62.1% respondents were disagreed and 37.9% of the respondents agreed with the statement that head Teacher don't accept criticism from any staff.

Table4.54 Head Teacher believes that teachers will exercise self-direction if they are given free hand.

Level	Frequency	Percentage
SDA	34	18.7
DA	36	19.7
A	95	52.2
SA	17	9.3
Total	182	100.0

Table 4.54 reveals that 38.4% respondents were disagreed and 61.6% respondents agreed with the statement that head Teacher believe that teachers will exercise self-direction if they are given free hand.

Table 4.55 Teachers deal with different types of students according to their own approach.

Level	Frequency	Percentage
SDA	9	4.9
DA	28	15.4
A	93	51.1
SA	52	28.6
Total	182	100.0

Table 4.55 illustrates that 79.7 % respondents agreed with the statement that Teachers deal with different types of students according to their own approach.

Table 4.56 Head Teacher emphasizes teachers to focus on work only.

Level	Frequency	Percentage
SDA	29	15.9
DA	40	22.0
A	89	48.9
SA	24	13.2
Total	182	100.0

Table 4.56 indicates that 62.1% respondents agreed with the statement that head Teacher emphasize teachers to focus on work only.

Table 4.57 In my opinion the positive feedback can encourage the staff.

Level	Frequency	Percentage
SDA	29	15.9
DA	14	7.6
A	61	33.5
SA	78	42.9
Total	182	100.0

Table 4.57 shows that 76.5% respondents agreed with the statement that In my opinion the positive feedback can encourage the staff.

Table 4.58 Encouragement makes teachers over confident

Level	Frequency	Percentage
SDA	56	30.8
DA	68	37.4
A	33	18.1
SA	25	13.7
Total	182	100.0

Table 4.58 indicates that 68.2% respondents were disagreed with the statement that Encouragement makes teachers over confident.

Table 4.59 Head Teacher motivates to learn new technology.

Level	Frequency	Percentage
SDA	22	12.0
DA	23	12.7
A	80	44.0
SA	57	31.3
Total	182	100.0

Table 4.59 demonstrates that 75.3% respondents were agreed and 28.5% disagreed with the statement that Head Teacher motivates to learn new technology

Table 4.60 Head teacher mention the weakness in teachers performance.

Level	Level	Percentage
SDA	28	15.3
DA	31	17.0
A	104	57.3
SA	19	10.4
Total	182	100.0

Table 4.60 reveals that 67.5% respondents were disagreed and 29.6% agreed with the statement that Head teacher mention the weakness in teachers' performance.

Table 4.61. Professional Approach of head teachers for capacity building of teachers.

Sr. no.	Item no.	Statement	Factor loading	Variance explained
1	4	It is my opinion that strict administration is the key to success.	.764	22.457
2	11	Head Teacher emphasizes teachers to focus on work only.	.704	
3	5	Head Teacher consults teachers but make the final decision according to situation.	.647	
4	2	Head Teacher allows staff to work on their own rather than wasting time on meetings.	.582	

Table 4.61 reveals that 22.457% variance is explained through the response of teachers towards Professional Approach of head teachers for capacity building of teachers. This variable comprised of opinion of the head teachers that strict administration is the key to success. It appears from the table that head Teacher emphasizes teachers to focus on work only head teacher consults teachers but make the final decision according to situation; head Teacher allows staff to work on their own rather than wasting time on meetings. The factor loading in all the cases is no less than .582.

Table 4.62. Feedback of teachers about contradictory attitude of heads.

Sr.	Item no.	Statement	Factor loading	Variance explained
1	3	Head Teacher doesn't communicate regularly with parents and students as individuals or groups.	.718	16.477
2	7	Head Teacher settles conflicts under stress.	.673	
3	8	Head Teacher doesn't accept criticism from any staff.	.647	
4	14	Head Teacher motivates to learn new technology.	-.617	
5	15	Head teacher mention the weakness in teachers performance.	-.524	
6	6	When Head Teacher has a job to do, he/she do it, even if others' feelings might be hurt in the process.	-.449	

Table 4.62 reveals that 16.477% variance is explained through the Teachers' opinion about the feedback of teachers about contradictory attitude of heads. This variable comprised of head Teacher doesn't communicate regularly with parents and students as individuals or groups. It appears from the table that head Teacher settles conflicts under stress; head Teacher doesn't accept criticism from any staff. The factor loading in all the cases is no less than -0.499.

Table 4.63. Heads Motivational strategies for teacher's involvement in school activities.

Sr.	Item no.	Statement	Factor loading	Variance explained
1	10	Teachers deal with different types of students according to their own approach.	_.786	10.657
2	1	The teachers' performance can be enhanced through obtaining teacher's opinions during the preparation of the work plan.	_.654	
3	13	Encouragement makes teachers over confident.	_.681	
4	9	Head Teacher believes that teachers will exercise self-direction if they are given free hand.	.651	
5	12	In my opinion the positive feedback can encourage the staff.	_.547	

Table 4.63 reveals that 10.657% variance is explained through the heads Motivational strategies for teacher's involvement in school activities. This variable comprised of dealing the teachers with different

types of students according to their own approach. It appears from the table that in the opinion of head teachers the positive feedback can encourage the staff. The factor loading in all the cases is no less than 0.547

Table 4.64. Professional Approach of head teachers for capacity building of teachers.

Sr.	Item no.	Statement	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
1	4	It is my opinion that strict administration is the key to success.	71	40.4%	105	59.6%
2	11	Head Teacher emphasize teachers to focus on work only.	113	62.1%	69	37.9%
3	5	Head Teacher consults teachers but make the final decision according to situation.	141	77.4%	41	22.6%
4	2	Head Teacher allows staff to work on their own rather than wasting time on meetings.	102	56%	80	44%
Total			427	58.975%	295	41.02
T test			Agree mean = 106.7500 Agree S.D =73.7500		Disagree mean =73.75000 Disagree S.D =13.26257 Std. Error Mean = df =3 t =1.191 sig. =.319	

In Table 4.64, 58.97% respondents showed professional Approach of head teachers for capacity building of teachers. More than 77.4% respondents consult teachers but make the final decision according to situation, Head Teacher emphasizes teachers to focus on work only, and Head Teacher allows staff to work on their own rather than wasting time on meetings. Agree and disagree set of responses are significantly different (Agree mean = 106.7500, Disagree mean =73.75000, Agree S.D73.7500 Disagree S.D =13.26257,Std. Error Mean =df =3t =1.191 sig. =.319)

Table 4.65. Feedback of teachers about contradictory attitude of heads.

Sr.	Item no.	Statement	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
1	3	Head Teacher doesn't communicate regularly with parents and students as individuals or groups.	70	38.5%	112	61.5%
2	7	Head Teacher settles conflicts under stress.	76	41.7%	106	58.3%
3	8	Head Teacher doesn't accept criticism from any staff.	69	37.9%	113	62.1%
4	14	Head Teacher motivates to learn new technology.	137	75.3%	45	24.7%
5	15	Head teacher mention the weakness in teachers performance.	123	67.5%	59	32.5%
6	6	When Head Teacher has a job to do, he/she do it, even if others' feelings might be hurt in the process.	75	41.2%	107	58.8%
			550	52.72%	542	49.65%
T test				Agree mean = 91.6667 Agree S.D = 30.14410	Disagree mean = 90.3333 Disagree S.D = 30.14410 Std. Error Mean = 24.61255 df = 5 t = .054 sig. = .959	

In Table 4.65, 52.72% respondents showed feedback of teachers about contradictory attitude of heads. More than 75.3% respondents agreed that head Teacher motivates to learn new technology, Head teacher mention the weakness in teachers performance. But 62.1% respondents disagreed that Head Teacher doesn't accept criticism from any staff, Head Teacher doesn't communicate regularly with parents and students as individuals or groups. Agree and disagree set of responses are not significantly different (Agree mean =91.6667, Disagree mean =90.3333, Agree S.D 30.14410 S.D =Mean30.14410 Std. Error Mean =24.61255df =5t =_.0549 sig. =.959s)

Table 4.66. Heads Motivational strategies for teacher's involvement in school activities.

Sr.	Item no.	Statement	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
1	10	Teachers deal with different types of students according to their own approach.	145	79.7%	37	41.2%
2	1	The teachers' performance can be enhanced through obtaining teacher's opinions during the preparation of the work plan.	151	82.9%	31	17.1%
3	13	Encouragement makes teachers over confident.	58	31.5%	124	68.2%
4	9	Head Teacher believes that teachers will exercise self-direction if they are given free hand.	112	61.5%	70	38.5%
5	12	In my opinion the positive feedback can encourage the staff.	139	76.4%	43	23.6%
Total			605	66.4%	305	39.72%
T test				Agree mean = 121.0 Agree S.D = 38.24265	Disagree mean = 61.0 Disagree S.D = 38.24265 Std. Error Mean = df = 4 t = 1.754 sig. = .154	

In Table 4.66, 66.4% respondents showed heads Motivational strategies for teacher's involvement in school activities. More than 82.9% respondents allowed that the teachers' performance can be enhanced through obtaining teacher's opinions during the preparation of the work plan, 79.7% allowed that the teachers deal with different types of students according to their own approach, the positive feedback can encourage the staff. Agree and disagree set of responses are significantly different (Agree mean = 121.0, Disagree mean = 61.0, Agree S.D 38.24265, Disagree S.D = Mean 38.24265 Std. Error Mean = df = 4, t = 1.754 sig. = .154s)

Table 4.67. Head teachers' perceptions about the performance of teachers.

Sr No.	Statement	Agree Freq.:	Agree percentage	Disagree freq.:	Disagree percentage
1	Professional Approach of head teachers for capacity building of teachers.	427	58.97	295	41.02
2	Feedback of teachers about contradictory attitude of heads	550	52.72	542	49.65
3	Heads Motivational strategies for teacher's involvement in school activities.	605	66.4	305	39.72
Total			59.36		53.46

Table 4.67 show that 66.6% respondents agreed Heads Motivational strategies for teacher's involvement in school activities. 58.97% agreed Professional Approach of head teachers for capacity building of teachers. 52.72% agreed that the Teachers' opinion about Feedback of teachers about contradictory attitude of heads. Overall agree percentage is 59.36%.

Table 4.68. Professional Approach of head teachers for capacity building of teachers.

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
11	Head Teacher emphasize teachers to focus on work only.	SSE/P ST	1.41071	.44178	2.43 0	17 5	.03 7

Table 4.68 indicates that there is a significant difference of SSE and PST school teachers regarding professional Approach of head teachers for capacity building of teachers. Generally the capacity building is more acceptable in SSEs than PSTs.

There is no significant effect for the rest.

Table 4.69. Feedback of teachers about contradictory attitude of heads.

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
7	Head Teacher settles conflicts under stress.	SSE/PET	2.31250	.75881	2.912	177	.015
		SESE/PET	2.70000	.79394	2.912	177	.015
8	Head Teacher doesn't accept criticism from any staff.	PST/SST	.97595	.32227	3.331	176	.007
		PST/SSE	1.54464	.41356	3.331	176	.007

Regarding table 4.69, there is a significant impact of the feedback of teachers about contradictory attitude of heads. The significant level is .007 which shows there is significant difference between SSE and PET and PST and SSE.

There is no significant effect for the rest.

Table 4.70 . Heads Motivational strategies for teacher’s involvement in school activities.

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
1	The teachers’ performance can be enhanced through obtaining teacher’s opinions during the preparation of the work plan.	SST/PST	.93423	.24516	5.091	176	.000
		SSE/PST	.31461	.31461	5.091	176	.000
		SESE/PST	1.68571	.35594	5.091	176	.000
12	In my opinion the positive feedback can encourage the staff.	SST/PST	1.01556	.28230	4.367	176	.001
		SSE/PST	1.54464	.36227	4.367	176	.001
		SESE/PST	1.25714	.40986	4.367	176	.001

Table 4.70.reveals that mean difference between SSE,SST and PST and SSE,SESE and PST .31461 showing that in SSE and SST teachers’ heads Motivational strategies for teacher’s involvement in school activities is comparatively high than PST teachers. Significant level is .045 that indicates that there is significant difference between SSEs and PSTs.

There is no significant difference for the rest.

Table 4.71. Impact of age on Feedback of teachers about contradictory attitude of heads.

Item no.	Statement	Variable	Mean difference	Std error	F	Df	Sig
7	Head Teacher settles conflicts under stress.	20-29	.84122	.25365	5.513	176	.005

Table 4.71. reveals that mean difference between different age group of teachers .31461 showing that in teachers who are in age group between 20-29 feedback of teachers about contradictory attitude of heads is comparatively high than upper age group teachers.

There is no significant difference for the rest.

Table 4.72. Impact of gender on head teachers' administrative strategies for teachers' participation in school activities.

Sr. No.	Item no	Statement	Variable	Mean	Standard deviation	Error mean	T	Df	sig
1	4	It is my opinion that strict administration is the key to success.	Male/ female	2.6033 3.3091	1.30690 1.46405	.1881	- 3.197	174	.001
2	11	Head Teacher emphasize teachers to focus on work only.	Male/ female	3.2033 3.8889	1.26724 1.00314	.1426	- 3.519	175	.000
3	5	Head Teacher consults teachers but make the final decision according to situation.	Male/ female	3.6829 4.2000	1.16870 .84765	.10538	- 2.951	176	.033
4	2	Head Teacher allows staff to work on their own rather than wasting time on meetings.	Male/ female	3.2213 3.5273	1.34541 1.16832	.12181	- 1.457	175	.004

Table 4.72.indicates that there is a significant difference of male and female school heads regarding teachers' participation in school activities. Generally the administrative activities of male heads appear more effective than their female colleagues.

Table 4.73. Impact of gender on feedback of teachers about contradictory attitude of heads.

Sr.	Item no	Statement	Variable	Mean	Standard deviation	Error mean	T	Df	Sig
1	14	Head Teacher motivates to learn new technology.	Male/female	3.8033 4.2778	1.07288 .85598	.09713	- 2.869	174	.036
2	15	Head teacher mention the weakness in teachers performance	Male/female	3.4344 3.8909	1.02842 .85359	.09311	- 2.874	175	.000

Table 4.73.reveals that mean difference between male and female 3.4344 Showing that in male teachers feedback of teachers about contradictory attitude of heads is comparatively high than female teachers. Significant level is .000 that indicates that there is significant difference between male and female.

Table 4.74. Impact of gender on Heads Motivation a strategies for teacher’s involvement in school activities.

Sr.	Item no	statement	Variable	Mean	Standard deviation	Error mean	T	Df	Sig
1	13	Encouragement makes teachers over confident.	Male/female	2.8618 2.5636	1.23026 1.48777	.11093	1.398	176	.022
2	9	Head Teacher believes that teachers will exercise self-direction if they are given free hand.	Male/female	3.4463 3.6296	1.02429 .91726	.09312	- 1.129	173	.058

Table 4.74. reveals that mean difference between male and female 2.5636 showing that male motivational strategies for teacher’s involvement in school activities is comparatively high than female. Significant level is .022 that indicates that there is significant difference between male and female.

Table 4.75. Impact of experience Heads motivational strategies for teacher’s involvement in school activities.

Sr. No.	Item no	Statement	Variable	Mean	Standard deviation	Error mean	T	Df	Sig
1	10	In my opinion the positive feedback can encourage the staff	Male/female	4.83	.501	.079	- 3.439	62	.000

Table 4.75 reveals that mean difference between Male and Female is more than .221 showing that in Male heads motivational strategies for teacher’s involvement in school activities is comparatively high than Female. Significant level is .000 that indicates that there is significant difference between Male and Female.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

In the fourth chapter, the collected data was analyzed using SSP files; the Demographic situation was also represented through pie-Graph. Then the tabulated data was interpreted in quantitative form. From the interpretations the following findings are made.

1. 58.5% head teachers were 41-50 years old, 23.15% belonged to 31-40 years age group.
2. 44.6% heads of institutions were head teachers, 26.2% were headmistress and 29.2 % were principals.
3. 44.6% schools were located in Tehsil Vehari whereas 26.2% were located in Tehsil Burewala whereas 29.2 % were located in Tehsil Mailsi
4. 61.5% head teachers in the sample were Male whereas 38.5 % head teachers were female.
5. 52.3 % head teachers belonged to rural area whereas 47.7% head teachers belonged to urban areas.
6. 44.6 % head teachers in the sample had 21-30 years experience, 35.4% head teachers in the sample had 11-20 years experience whereas 20.0 % head teachers had 1-10 years experience.
7. 86.1% head teachers agreed with the statement that they sought quality work through project management technique.
8. 66.1 % respondents agreed with the statement that they allowed staff to work on their own rather than wasting time on meetings whereas 33.9% respondents disagreed with the statement.
9. 92.3 respondents were agreed with the statement that head teachers convey changes timely.
10. 95.5% head Teachers are allowed to express their views in meetings
11. 47.7 % agreed and 52.3% disagreed with the statement that when they wanted to have a job done, do it without keeping in mind the feelings of teachers.
12. 89.1% respondents disagreed that they don't accept criticism from any staff.
13. 64.6% respondents agreed and 35.4% respondents disagreed with the statement that they believe that teachers will exercise self-direction if they are given free hand.
14. 83.0 % respondents agreed with the statement that their teachers deal with different types of students according to their own approach.
15. 67.7% respondents agreed and 32.3 % respondents disagreed with the statement that they emphasize on their teachers to focus on work only
16. 100% respondents agreed with the statement that the positive feedback can encourage the staff.
17. 86.2% respondents agreed with the statement that they encourage their teachers to discuss the stress factors with them.

18. 92.3 respondents disagreed with the statement that they didn't allow teachers to adopt the new technologies
19. 95.5% respondents agreed with the statement that they motivate teachers to learn new technology.
20. 89.3% respondents agreed with the statement that they mentioned the weakness in teacher's performance.
21. 20.588% variance is explained through the heads motivational strategies for teacher's involvement in school activities. This variable comprised of encouraging the teachers to discuss the stress factors, compromising rejecting criticism from staff. It appears from the table that the participants tried to give positive feedback for encouraging the staff, motivating the teachers to learn new technology. The factor loading in all the cases is no less than .566
22. 14.3981% variance is explained through professional approach of head teachers for capacity building of teachers. This variable comprised of emphasizing teachers to focus on work only. It appears from the table that the participants tried to have a job done, even if others' feelings might be hurt in the process, allow staff to work on their own rather than wasting time on meetings. The factor loading in all the cases is no less than .696
23. 12.642% variance is explained through strategies of school heads for developing sense of responsibility among teachers. This variable comprised of allowing the teachers to express their views in meetings. It appears from the table that the participants tried to changes with respect to responsibilities communicated timely to the respective teachers, heads don't allow teachers to adopt the new technologies. The factor loading in all the cases is no less than .579
24. 9.742% variance is explained through head teachers' beliefs for improving the efficiency of teachers. This variable comprised of mentioning the weakness in teacher's performance. It appears from the table that the participants tried to believe that teachers will exercise self-direction if they are given free hand, mention the weakness in teacher's performance. The factor loading in all the cases is no less than .579
25. More than 85% respondents believe that positive feedback can encourage the staff, motivate teachers to learn new technology, encourage my teachers to discuss the stress factors while less than 11.1% respondents do not accept criticism. Agree and disagree set of responses are significantly different (Agree mean: 47.7500, Disagree mean: 17.2500, Agree S.D. 13.71966, Disagree S.D. 13.71966, Std.error Mean: 27.43933 df =3 , t =1.112 sig. =.347s)
26. 42.03% respondents showed professional approach of head teachers for capacity building of teachers. More than 47% respondents emphasize on teachers to focus on work only. Agree and disagree set of responses are significantly different (Agree mean = 27.333, Disagree mean Disagree mean =37.6667, Agree S.D18.77054, Disagree S.D =Mean18.77054 Std. Error Mean =21.67436 df =2 ,t =_.477 sig. =.681)

27. More than 92% respondents allowed teachers to express their views in meetings. Agree and disagree set of responses are significantly different (Agree mean = 42.3333, Disagree mean =22.6667, Agree S.D.32.34708 S.D =Mean32.34708 Std. Error Mean =37.35119 df =2t =_.527 sig. =. 651s)
28. 80.75 % respondents showed head teachers' beliefs for improving the efficiency of teachers. More than 64% respondents believe that teachers will exercise self-direction if they are given free hand, mention the weakness in teachers' performance, seek quality work through project management technique, and believe that teachers deal with different types of students according to their own approach. Agree and disagree set of responses are significantly different (Agree mean: 52.5000, Disagree mean: 17.2500, Agree S.D. 12.5000, Disagree S.D.7.18795, Std. Error Mean =7.18795, df =3,t =5.565, sig. =.011)
29. 80.75% respondents agreed that Head teacher' beliefs for improving the efficiency of teachers. 73.475% agreed that Heads motivational strategies for teacher's involvement in school activities. 65.13% agreed that the Strategies of school head for developing sense of responsibility among teachers. 42.03% Professional approach of head teachers for capacity building of teachers. Overall agree percentage is 65.35%.
30. Mean difference between principal and head master is .555 showing that principal's attitude towards motivational strategies for teacher's involvement in school activities high than the headmasters. Significant level is.025 that indicates that there is significant difference between principals and masters.
31. Mean difference between principal and head master is .555 and between principals and headmistress is .047 showing that principal's attitude professional approach of head teachers for capacity building of teachers is high than both the headmasters and headmistress. Significant level is.042 that indicates that there is significant difference between principals and headmasters.
32. Mean difference between head master and headmistress is .580 headmaster and principals is .292, principals and headmistress is.288 and between principals and headmistress is .047 showing that headmasters attitude towards strategies of school heads for developing sense of responsibility among teachers is high than both the principals and headmistress. Significant level is.067 that indicates that there is significant difference between headmasters and principals.
33. Mean difference between tehsils is more than .221 showing that in tehsil Mailsi heads motivational strategies for teacher's involvement in school activities is comparatively high than others. Significant level is .021 that indicates that there is significant difference between Mailsi and Vehari.
34. Mean difference between Tehsil Mailsi and Tehsil Vehari is .710 showing that in tehsil Mailsi the attitude of headmasters towards professional approach of head teachers for capacity building of teachers is high than Tehsil Vehari . Significant level is.071 that indicates that there is significant difference between Tehsil Mailsi and Tehsil Vehari
35. Mean difference between Male and Female is more than .221 showing that in Male heads motivational strategies for teacher's involvement in school activities is comparatively high than Female. Significant level is .000 that indicates that there is significant difference between Male and Female.

36. Mean difference between Male and Female is more than 3.50 showing that in Male head teachers' beliefs for improving the efficiency of teachers is comparatively high than Female. Significant level is .045 that indicates that there is significant difference between Male and Female.
37. Mean difference between Urban and Rural is more than 3.29 showing that in urban areas professional approach of head teachers for capacity building of teachers is comparatively high than rural. Significant level is .031 that indicates that there is significant difference between Urban and Rural.
38. Mean difference between Urban and Rural is more than 2.12 showing that in Urban heads motivational strategies for teacher's involvement in school activities is comparatively high than Rural. Significant level is .044 that indicates that there is significant difference between Urban and Rural.
39. Mean difference between urban and Rural is more than .3.32 showing that Urban Head teachers' beliefs for improving the efficiency of teachers is comparatively high than Rural. Significant level is .011 that indicates that there is significant difference between Urban and Rural.
40. 69.1 % teachers in the sample were male whereas 30.9% were female.
41. 46.7 % teachers in the sample belonged to 41-50 years age group whereas 28 % teachers belonged to age group 31-41 and 23.1 belonged to age group 20-30 years.
42. 56.6% teachers in the sample were SST and 18.6% teachers were EST.
43. 40.1% respondents had teaching experience between 1-10 years, 31.3% respondents had 21-30 years whereas 25.8% had 11-20 years experience.
44. 52.3% respondents in the sample belonged to rural area whereas 47.7% respondents belonged to urban area.
45. 80.1 % of the respondents were agreed with the statement that the teachers' performance can be enhanced through obtaining teacher's opinions during the preparation of the work plan.
46. 53.4% respondents agreed with the statement and 46.6 % respondents disagreed with the statement that head Teacher allows staff to work on their own rather than wasting time on meetings.
47. 64.8 % respondents were disagreed whereas 35.2 % respondents were agreed with the statement that head Teacher don't communicate regularly with parents and students as individuals or groups
48. 57.7 % respondents were disagreed whereas 42.3 % respondents were disagreed with the statement that in his/her opinion the strict administration is the key to success.
49. 77.4 % respondents were agreed with the statement that head Teacher consults teachers but make the final decision according to situation.
50. 58.8 % respondents were disagreed and 41.2% agreed with the statement that when Head Teacher wished to have a job done , he doesn't care for others' feelings.
51. 58.3 % respondents were disagreed and 41.7 % agreed with the statement that head Teacher settles conflicts under stress.
52. 62.1% respondents were disagreed and 37.9 % of the respondents agreed with the statement that head Teacher doesn't accept criticism from any staff.

53. 38.4 % respondents were disagreed and 61.6 % respondents agreed with the statement that head Teacher believe that teachers will exercise self-direction if they are given free hand.
54. 79.7 % respondents agreed with the statement that Teachers deal with different types of students according to their own approach.
55. 62.1 % respondents agreed with the statement that head Teacher emphasize teachers to focus on work only.
56. 76.5 % respondents agreed with the statement that in my opinion the positive feedback can encourage the staff.
57. 68.2 % respondents were disagreed with the statement that Encouragement makes teachers over confident.
58. 75.3 % respondents were agreed and 28.5 % disagreed with the statement that Head Teacher motivates to learn new technology
59. 67.5 % respondents were disagreed and 29.6% agreed with the statement that Head teacher mention the weakness in teachers' performance.
60. 22.457%variance is explained through the response of teachers towards Professional Approach of head teachers for capacity building of teachers. This variable comprised of opinion of the head teachers that strict administration is the key to success. It appears from the table that head Teacher emphasizes teachers to focus on work only head teacher consults teachers but make the final decision according to situation; head Teacher allows staff to work on their own rather than wasting time on meetings. The factor loading in all the cases is no less than .582.
61. 16.477 %variance is explained through the Teachers' opinion about the feedback of teachers about contradictory attitude of heads. This variable comprised of head Teacher doesn't communicate regularly with parents and students as individuals or groups. It appears from the table that head Teacher settles conflicts under stress; head Teacher doesn't accept criticism from any staff. The factor loading in all the cases is no less than -0.499.
62. 10.657 %variance is explained through the heads Motivational strategies for teacher's involvement in school activities. This variable comprised of dealing the teachers with different types of students according to their own approach. It appears from the table that in the opinion of head teachers the positive feedback can encourage the staff. The factor loading in all the cases is no less than 0.547
63. 58.97% respondents showed professional Approach of head teachers for capacity building of teachers. More than 77.4% respondents consult teachers but make the final decision according to situation, Head Teacher emphasizes teachers to focus on work only, Head Teacher allows staff to work on their own rather than wasting time on meetings. Agree and disagree set of responses are significantly different (Agree mean = 106.7500, Disagree mean =73.75000, Agree S.D73.7500 Disagree S.D =13.26257,Std. Error Mean =df =3t =1.191 sig.

64. 52.72%% respondents showed feedback of teachers about contradictory attitude of heads. More than 75.3% respondents agreed that head Teacher motivates to learn new technology, Head teacher mention the weakness in teachers performance. But 62.1% respondents disagreed that Head Teacher doesn't accept criticism from any staff , Head Teacher doesn't communicate regularly with parents and students as individuals or groups. Agree and disagree set of responses are not significantly different (Agree mean =91.6667, Disagree mean =90.3333, Agree S.D 30.14410 S.D =Mean30.14410 Std. Error Mean =24.61255df =5t =_.0549 sig. =.959s)
65. 66.4% respondents showed heads Motivational strategies for teacher's involvement in school activities. More than 82.9% respondents allowed that the teachers' performance can be enhanced through obtaining teacher's opinions during the preparation of the work plan, 79.7% allowed that the teachers deal with different types of students according to their own approach, the positive feedback can encourage the staff. Agree and disagree set of responses are significantly different (Agree mean = 121.0, Disagree mean =61.0, Agree S.D38.24265, Disagree S.D =Mean38.24265Std. Error Mean = df =4,t =1.754 sig. =.154s)
66. 66.6 % respondents agreed Heads Motivational strategies for teacher's involvement in school activities. 58.97% agreed Professional Approach of head teachers for capacity building of teachers. 52.72% agreed that the Teachers' opinion about Feedback of teachers about contradictory attitude of heads. Overall agree percentage is 59.36%.
67. Table 4. Indicates that there is a significant difference of SSE and PST school teachers regarding professional Approach of head teachers for capacity building of teachers. Generally the capacity building is more acceptable in SSEs than PSTs.
68. Regarding table 4. , there is a significant impact of the feedback of teachers about contradictory attitude of heads. The significant level is .007 which shows there is significant difference between SSE and PET and PST and SSE.
69. The mean difference between SSE,SST and PST and SSE,SESE and PST .31461 showing that in SSE and SST teachers' heads Motivational strategies for teacher's involvement in school activities is comparatively high than PST teachers. Significant level is .045 that indicates that there is significant difference between SSEs and PSTs.
70. The mean difference between different age group of teachers .31461 showing that in teachers who are in age group between 20-29 feedback of teachers about contradictory attitude of heads is comparatively high than upper age group teachers.
71. There is a significant difference of male and female school heads regarding teachers' participation in school activities. Generally the administrative activities of male heads appear more effective than their female colleagues.
72. The mean difference between male and female 3.4344

Showing that in male teachers feedback of teachers about contradictory attitude of heads is comparatively high than female teachers. Significant level is .000 that indicates that there is significant difference between male and female.

73. The mean difference between male and female 2.5636 showing that male motivational strategies for teacher's involvement in school activities is comparatively high than female. Significant level is .022 that indicates that there is significant difference between male and female.

5.2 Conclusions

Objective 1.

To identify the behavior of head teachers with teaching staff at the school.

1. It appears from the study results that the head teacher's tries to have a job done, even if others' feelings might be hurt in the process, allow staff to work on their own rather than wasting time on meetings.
2. The study reveals that simple majority is of the view that strict administration is not the key to success.
3. The result describes that head Teacher emphasizes teachers to focus on work only head teacher consults teachers but make the final decision according to situation; head Teacher allows staff to work on their own rather than wasting time on meetings.
4. The research concludes that majority of teachers showed feedback of teachers about contradictory attitude of heads. A large number of teachers agreed that head Teacher motivates to learn new technology, head teacher mention the weakness in teachers' performance. A majority of teachers disagreed with the idea that Head Teacher doesn't accept criticism from any staff and doesn't communicate regularly with parents and students as individuals or groups.

Objective 2.

To find out the strategies commonly practiced by the school heads for the motivation of teachers.

1. Data demonstrate that the large number of head teachers claim that they allow teachers to express their views in meetings.
2. The study describes that large number of head teachers disagreed that they don't accept criticism from any staff.
3. The data describe that majority of head teachers agreed with the idea that the positive feedback can encourage the staff.
4. Findings demonstrate that large number of head teachers is of the view that they encourage their teachers to discuss the stress factors with them.
5. Findings conclude that majority of head teachers opine that they motivate teachers to learn new technology.

6. The data describe that majority of head teachers report that they mentioned the weakness in teacher's performance.
7. It appears from the study that the participants tried to give positive feedback for encouraging the staff, motivating the teachers to learn new technology.
8. Findings reveal that the participants mentioned the weakness in teacher's performance.
9. The study reveals that most of the head teachers believe that positive feedback can encourage the staff, motivate teachers to learn new technology, encourage teachers to discuss the stress factors.
10. The results reveal that majority of the head teachers agreed with the idea that Head teacher' beliefs for improving the efficiency of teachers, Heads motivational strategies for teacher's involvement in school activities they also agreed that the Strategies of school heads for developing sense of responsibility among teachers.
11. The study demonstrates that majority of teachers' report that Head Teacher motivates to learn new technology.
12. It appears from the findings that head Teacher settles conflicts under stress; head Teacher doesn't accept criticism from any staff.
13. The study reveals that teachers showed professional Approach of head teachers for capacity building of teachers. The data describe that the head teachers consult teachers but make the final decision according to situation, head Teacher emphasizes teachers to focus on work only, head Teacher allows staff to work on their own rather than wasting time on meetings.

Objective 3.

To examine the professionalism among head teachers for improving the efficiency of teachers.

1. The research concludes that majority of head teachers are of the view that their teachers deal with different types of students according to their own approach.
2. The study reveals that majority of head teachers emphasize on their teachers to focus on work only.
3. It can be concluded from the research that the participants tried to changes with respect to responsibilities communicated timely to the respective teachers, heads don't allow teachers to adopt the new technologies.
4. The findings conclude that majority of the head teachers allowed teachers to express their views in meetings, change with respect to responsibilities communicated timely to the respective teachers.
5. The study concludes that a large number of head teachers are of the opinion that head teachers' beliefs for improving the efficiency of teachers. They also mention the weakness in teachers' performance, seek quality work through project management technique, and believe that teachers deal with different types of students according to their own approach.
6. Study reveals that majority of teachers disagreed with the idea that head Teacher settles conflicts under stress.

7. The study concludes that majority of teachers claim that head Teacher emphasize teachers to focus on work only.
8. The study concludes that a large number of teachers agreed with the idea that in teachers' opinion the positive feedback can encourage the staff.
9. The study demonstrates that majority of teachers report that they were disagreed with the idea that encouragement makes teachers over confident.
10. The study concludes that majority of students disagreed with the idea that Head teacher mention the weakness in teachers' performance.
11. It appears from the research that in the opinion of head teachers the positive feedback can encourage the staff.
12. The study describes that a large number of teachers showed heads Motivational strategies for teacher's involvement in school activities. Majority of teachers opine that the teachers' performance can be enhanced through obtaining teacher's opinions during the preparation of the work plan, the teachers deal with different types of students according to their own approach, the positive feedback can encourage the staff.
13. The research concludes that a large number of teachers agreed with the idea that Heads Motivational strategies for teacher's involvement in school activities. A simple majority agreed Professional Approach of head teachers for capacity building of teachers and the Teachers' opinion about Feedback of teachers about contradictory attitude of heads.

Objective 4

To explore the relationship between head teachers and teaching staff.

1. The study concludes that majority of teachers disclose that head Teacher doesn't communicate regularly with parents and students as individuals or groups.
2. The study describes that the large number of teachers report that head Teacher consults teachers but make the final decision according to situation.
3. The findings describe that large number of teachers disagreed with the opinion that head Teacher doesn't accept criticism from any staff.
4. The findings reveal that majority of the teachers' report that Teachers deal with different types of students according to their own approach.
5. The study indicates that generally the capacity building of teachers is more acceptable in SSEs than PSTs.
6. The research concludes that PET and PST teachers are more critical regarding the contradictory attitude of heads than SST and SSE.
7. The findings reveals that in SSE and SST teachers' heads Motivational strategies for teacher's involvement in school activities is comparatively high than PST teachers.

8. The results infer in teachers who are in age group between 20-29 feedback of teachers about contradictory attitude of heads is comparatively high than upper age group teachers.
9. The data describe that in male teachers feedback of teachers about contradictory attitude of heads is comparatively high than female teachers.
10. The data describe that in male teachers feedback of teachers about contradictory attitude of heads is comparatively high than female teachers.

Objective 5.

To work out the impact of Demographic variables (Gender, Tehsil, Age, Area, Experience, Designation) on the conceptual variables.

1. The research describes that principal's attitude towards motivational strategies for teacher's involvement in school activities high than the headmasters.
2. The study reveals that principal's attitude professional approach of head teachers for capacity building of teachers is high than both the headmasters and headmistress.
3. The data describe that that headmasters attitude towards strategies of school heads for developing sense of responsibility among teachers is high than both the principals and headmistress.
4. The findings conclude that in Tehsil Mailsi heads motivational strategies for teacher's involvement in school activities is comparatively high than others.
5. The results conclude that in Tehsil Mailsi the attitude of headmasters towards professional approach of head teachers for capacity building of teachers is high than Tehsil Vehari.
6. The study concludes that in Male heads motivational strategies for teacher's involvement in school activities is comparatively high than Female.
7. The results reveal that in Male head teachers' beliefs for improving the efficiency of teachers is comparatively high than Female.
8. The data describe that in urban areas professional approach of head teachers for capacity building of teachers is comparatively high than rural.
9. The study concludes that in Urban heads motivational strategies for teacher's involvement in school activities is comparatively high than Rural.
10. The study reveals that Urban Head teachers' beliefs for improving the efficiency of teachers is comparatively high than Rural.
11. The study concludes that generally the administrative activities of male heads appear more effective than their female colleagues.
12. The results reveal that male motivational strategies for teacher's involvement in school activities is comparatively high than female.

The study concluded that the head teachers' main focus is their work while behaving with the teaching staff, they usually tried to have their job done though they consult teachers but made final decisions

themselves. Furthermore, the heads of institutions gave positive feedback, encourage the teaching staff and motivate them to learn new technologies. They are also the change agent and thus communicate the changes to the teachers and seek quality work through project management. The study also concluded that high grade teachers such as SSTs and SSEs accept change more than the lower grade teachers such as PSTs and same is the case while comparing male with female. For the capacity building of teachers principals' attitude is positive than head masters and headmistress' , like wise in Tehsil Mailsi heads motivational strategies for teacher's involvement in school activities is comparatively high than other two Tehsils i.e. Tehsil Burewala and Vehari.

5.3 Recommendations

After detail discussion on research findings, the study recommend following measures to

- Head Teachers should try to have a job done, without hurting others feelings and should avoid from strict administration to get success.
- The study reveals that Urban Head teachers' beliefs for improving the efficiency of teachers is comparatively high than Rural therefore training may be given to Rural area head teachers.
- The results reveal that male heads motivational strategies for teacher's involvement in school activities is comparatively high than female heads so trainings for female head teachers should be managed.
- Head teacher should consult teachers for making the final decision according to situation, and the Female head teachers should also allow teachers to express their views in meetings.
- It can be concluded from findings that the participants tried to believe that teachers will exercise self-direction if they are given free hand; therefore it is recommended that head teachers should give free hand to teachers to some extent.
- The head teachers should seek quality work through project management technique, and should mention the weakness of teachers' in teachers' performance report.
- The head teacher should obtain teacher's opinions during the preparation of the work plan to enhance their performance; they should also communicate regularly with parents and students as individuals or groups.
- The study indicates that generally the capacity building of teachers is more acceptable in SSEs than PSTs; therefore it is recommended that measures should be taken for its acceptability among PST teachers.
- The findings reveals that in SSE and SST teachers' heads motivational strategies for teacher's involvement in school activities is comparatively high than PST teachers therefore there should also be the involvement of PST teachers.

5.4 Discussion

The study was conducted to investigate the professional approach and motivational strategies adopted by head teachers to enhance the performance of secondary school teacher. The 70 head teachers and 200 teachers were randomly selected from the secondary schools of district Vehari. Two separate questionnaires one each for teachers and school heads, were developed and administered to the participants through personal visits of the sample institutions. Findings indicate that more than 70% school heads communicate the responsibility of teachers to them well in time. They encourage them to learn new technologies and give academic freedom to the teachers and involve them in school activities. The teachers responded that the heads do not like criticism. The study recommends that head teachers should not adopt strict administration. They should also accept constructive criticism from teachers. They should be given the opportunities of in-service trainings. The head teacher should obtain teachers' opinion during the preparation of the work plan this strategy will enhance the performance of teachers.

Head Teachers emphasizes teachers to focus on work only. Though the head teacher consults teachers but make the final decision according to situation; head teacher allows staff to work on their own rather than wasting time on meetings. This supports the notion that male have more coordination skills and they make decision in meetings. On the other side concluding that female head teachers are criticized more than the male head masters. It can be conclude that females believe that criticisms could improve the attitude of the staff. It is shown that in the opinion of head teachers the positive feedback can encourage the staff. The results emphasizes that male behavior can be developed by providing support from the school management. Teachers' performance can be enhanced through obtaining teacher's opinions during the preparation of the work plan. Head teachers' belief for improving the efficiency of teachers is comparatively high in Urban than Rural. The results analysis shows that Head Teacher believes that teachers will exercise self-direction if they are given free hand. The result also reveals that Head Teacher doesn't communicate regularly with parents and students as individuals or groups. The reason could be they are over burden of administrative work from the school management or could be some other reasons, which in future need to explain through undertaking more research in this field.

References:

1. Baker, M, 2000, High expectations and standards for all, no matter what, London, Department of Education and Employment (now Department of Education and Skills)
2. Bamburg, J. D., & Andrews, R.L. (1990). Instructional leadership, school goals, and student achievement: Exploring the relationship between means and ends Boston, MA.:Paper presented at the annual meeting of the American Educational Research Association.(ERIC Document Reproduction Service No. ED 319783).
3. Bateman, T. S., & Zeithaml, C. P. (Editors) (1993) Management. Function and strategy, 2nd edition. The University of North Carolina at Chapel Hill, USA.
4. Bishay, A. (1996). Teacher motivation and career satisfaction: A study employing the experienced sampling method. Psychology Journal of Undergraduate Science, 3, 147-154.
5. Clark, A. E. (1997): Job Satisfaction and Gender: Why are Women so Happy at Work. Labour Economics, 4, 341-372.
6. Creswell, J. (2003). Research design: Qualitative, Quantitative and mixed methods Approaches. London: SAGE publications.
7. Deal, T., & Peterson, K. (1990). The principal's role in shaping school culture, Washington.
8. Cohen, L; Manion, L & Morrison, K. (2007) Research Methods in Education (6th edn). London: Routledge. D.C.: U.S. Department of Education.
9. Edmonds, R. (1979). Effective Schools for Urban Poor. Educational Leadership, 37(1): 15-23.
10. Koul, L., (1992) Methodology of Educational Research. Delhi: Wiley Eastern Ltd.
11. Krashen, S. (1985). The Input Hypothesis. New York: White Plains.
12. Krejcie, R. & Morgan, D. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement Pp 607-610.
13. Kumar, R. (2005) Methodology. A Step-by-Step Guide for Beginners. (2nd ed). Australia: Addison Wesley Longman Pty Ltd.
14. Findle, B., and Findley, B. (1992). Effective schools: the role of the principal. Contemporary Education, 63(2), 102-104.
15. Fullan, M. (1999). Change Forces: the Sequel, London, Falmer Press; Bristol, PA, Falmer Press Fullan, M. (1991) The new meaning of educational change. New York: Teachers College Press.
16. Fullan, B. (1986) Raising school quality in developing countries: What investments boots learning. Washington Dc World Bank Discussion Paper.
17. Hersey, P., & Blanchard, K. (1988). Management of Organizational Behaviour: Utilizing Human Resources (5th ed.). Eaglewood Cliffs, NJ: Prentice
18. Hill- Mcshane (2009) Principles of Management, Great Britain, Macgraw – Hill Custom Publishing , www. Primisonline com .
19. Holdford, D.A. (2003) Leadership Theories and their Lessons for Pharmacists. Journal American Society of Health-Systems, 60, 1780-6.

20. Hoy, W. K., & Miskel, C. G. (1996). *Education Administration Theory, Research and Practice* (5th ed.). Mc Graw-hill Inc.
21. http://www.ncsl.org.uk/leadership_development/strategic_programmes/ldev-strategic-slict-index.cfm
22. <http://www.scribd.com/doc/5044015/Role-of-Head-Teacher-in-Schools>
23. Kerlinger, F. N. (1983). *Foundation of Behavioural Research*. Delhi: Holt, Rinehart and Winston.
24. Kirui, J. (2010). *Principal Kericho Day Secondary School*. Own communication.
25. Leithwood, K, Jantzi, D & Steinbeck, R. (1999). *Changing Leadership for Changing Times*, Buckingham, Open University Press.
26. Newmann, F, King, B. & Young, P. (2000). Professional development that addresses school capacity: lessons from urban elementary schools. Paper presented at the annual meeting of the American Educational Research Association.
27. Ngaroga, J. M. (1996). *Professional Studies for Primary Teacher Education*. Nairobi: East Africa Educational publishers.
28. Okumbe, J. A. (1999). *Educational management: Theory and practice*. Nairobi: Nairobi University Press.
29. Sebring, P. & Bryk, A. (2000). School leadership and the bottom line in Chicago, Kappan, February, pp 440–43.
30. Stronge, J. H. (1993). Defining Principalship: Instructional leader of middle manager. *NASSP Bulletin*, 647(8), 40-45.
31. Stronge, J. H. (1988). A position in transition? *Principal*. 67(5), 32-33.
32. Acker, S., 1999. *The Realities of Teachers' Work: Never a Dull Moment*. Cassell, London. Alexander, R., 2000. *Culture and Pedagogy: International Comparisons in Primary Education*. Blackwell Publishers, London.
33. Sisungu, Z. W. M. (2002). *The Influence of Head teachers' Management Skills on School Climate*. Unpublished Doctoral Thesis presented to Egerton University.
34. Yukl, G. (1994). *Leadership in Organizations* (3rd ed.). Eaglewood Cliffs, NJ: Prentice Hall.
35. Wango, G. (2009). *School Administration and Management. Quality Assurance and Standards in Schools*. Jomo Kenyatta Foundation.
36. Waters, T., Marzano, R., & McNutty, B. (2004). Leadership that sparks learning. *Educational leadership*, 61(7): 48-52.

Questionnaire for Head Teacher

Name: _____

Age: _____

Designation: _____

School: _____

Job Experience: _____

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I seek quality work through project management technique.				
2	I allow staff to work on their own rather than wasting time on meetings.				
3	Changes with respect to responsibilities are communicated timely to the respective teachers.				
4	Teachers are allowed to express their views in meetings.				
5	When I have a job to do, I do it, even if others' feelings might be hurt in the process.				
6	I don't accept criticism from any staff.				
7	I believe that teachers will exercise self-direction if they are given free hand.				
8	My teachers deal with different types of students according to their own approach.				
9	I emphasize on my teachers to focus on work only.				
10	In my opinion the positive feedback can encourage the staff.				
11	I encourage my teachers to discuss the stress factors with me.				
12	I don't allow teachers to adopt the new technologies				
13	I motivate teachers to learn new technology.				
14	I mention the weakness in teachers performance.				

Questionnaire for Teacher

Name: _____

Age: _____

Designation: _____

School: _____

Job Experience: _____

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	The teachers' performance can be enhanced through obtaining teacher's opinions during the preparation of the work plan.				
2	Head Teacher allows staff to work on their own rather than wasting time on meetings.				
3	Head Teacher doesn't communicate regularly with parents and students as individuals or groups.				
4	It is my opinion that strict administration is the key to success.				
5	Head Teacher consults teachers but make the final decision according to situation.				
6	When Head Teacher has a job to do, he/she do it, even if others' feelings might be hurt in the process.				
7	Head Teacher settles conflicts under stress.				
8	Head Teacher doesn't accept criticism from any staff.				
9	Head Teacher believes that teachers will exercise self-direction if they are given free hand.				
10	Teachers deal with different types of students according to their own approach.				
11	Head Teacher emphasize teachers to focus on work only.				
12	In my opinion the positive feedback can encourage the staff.				
13	Encouragement makes teachers over confident.				
14	Head Teacher motivates to learn new technology.				
15	Head teacher mention the weakness in teachers performance.				