

Role of Leaders' Qualification on Performance of Students at Primary Level in Punjab, Pakistan.

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ABSTRACT

Leadership and management have a fundamental part in the quantitative development and qualitative expansion of an educational institute. The administration of a school has a big role towards the students' performance whereas the real supports of administration are leadership and management. Role of leaders' qualification on the performance of the students on primary level in community model schools and government girls' primary school in the Punjab was seen in this research. Following standard methodology and using documentary fact for establishing the role of the leaders' qualification on the performance of the students, this research has demonstrated that it does have significant impact. The study was made on population comprising of 350 schools (174 Community model school and 175 Govt. Girls primary schools) from 35 districts of the Punjab. The results show that community model schools are better in students' performance than Govt. Girls Primary School because they have more qualified leaders.

Introduction

The leadership and management play a pivotal role for effective administration of an institution. Shami and Hussain (2006) have reported that operative management is necessary for carrying the education system to meet the challenges of present age. Government of Pakistan could not develop any standardized training system. Management has to perform some key functions in order to optimize the output. In this regard, management has to take manifold decisions, which have multidimensional effects on internal and external efficiency of the school or organization. Ritchie, (2002) has studied the manner of school progress and concentrated on the leadership and administrative roles of the Head teachers and Deputy Head teachers. Data of the study covers the views of instructors, senior managers, local education expert mentors and governors. The results show that the

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procedures involved in progress, are actually those designed for improving the worth of teaching through operative leadership and administration.

Cheng (1994) has investigated that principals' qualities of leadership are related to school performance indicators, such as school's organizational characteristics, teacher's group-level and individual-level performance. Strong leadership indicates that a principal encourages professional advancement and teaching progress by supportive and foster participation for teachers. Cheng has also reported as cited in Habib.Z (2010)

“Strong leadership is directly associated with high organizational effectiveness, strong organizational culture, positive principal-teacher relationship, more participation in decision, high teaching spirit and professionalism, less teacher's disengagement and hindrance, more job satisfaction and commitment and more positive students' performance particularly in their attitude towards schools and learning. Cheng's study showed that leader's qualification is directly effect in school performance.”

Ribbins and Gronn also suggest (2000) as cited in Habib.Z (2010)

“a number of ways in which leadership might be explored these include situated portrayals of individual heads based on their own accounts; drawing on multiple perspectives from members of the head's role set; and relating these to information on heads' behavior drawn from observational and other data. “

Simkin, et al (2003) have investigated that effective leadership is the main postulate for the improvement of school, There is subject of the study were two headmistresses of Karachi in Pakistan. From the studies they draw the conclusion that the experience of head-teachers along with the vital variables add up to the efficiency of the heads. This all is co related to the culture, community and the liabilities which are created by the educational system. Thus it all allows them to work in their own specific grounds with their own identities and personal histories.

Ediger and Rao (2006) have briefed the school's director as an instructional pioneer, has imperative, striking and pertinent obligations of determining issues, uncovering fitting parts in instructional strengthening and having critical thinking expertise in educational programs advancement. He summarizes the principles for helping in learning activities of students, and for the perception of current modules. The individual differences among pupils need suitable provision; thus the school administrator plays a very important role in improving the teaching-learning situations. A leader may help to form activities and reflect administrative control.

Ahmed (2005) states that teachers are the creators of identity of the students from Kindergarten to the highest level of education. In reality the fate of the nation rely on educators who are the only architects of the quality of national human

Role of Leaders

resources. Education is vital for bringing about socio-economic conversion of any community. Better academic institutions, qualified staff and school facilities play a major role in the uplift of the child (Pankajam, 2005). According to Mohanty (2003), teachers play a pivotal role in imparting quality education and assessment should include the methods, approaches and techniques used by the teachers to achieve the educational goals of the institute. It is hard to say when and how the rapid growth of industrialization resulted in modernization, slowly destroying the fruits of nature. The modern world is so busy that men are in “hurry, flurry, scurry and worry” and find no time to “stand and stare” at nature which was, once upon a time, considered to be the best teacher. King (1999) argues that teacher plays a very important role in meeting an individual student’s needs; teacher is very close to the students in the school and knows the students’ problems better. The only person who can continuously be effective is the teacher. The teacher is not a counselor either from the point of view of his education or his knowledge and is doubtful that his functions include the coming tangled in a real counseling relationship with a child.

Education for the sake of education is an old notion, which has changed with the theory of productivity of students. It means that education has been directly linked with the economic factors of life. Now it has become an investment which aims at producing trained/skilled manpower in the process of human resource development. Quality of trained manpower is directly linked with the quality of teaching/delivery system, for which Pakistan Education System is lagging behind. Leaders play an important role in the education sector. Their qualification affects the performance of their students directly. A qualified leader has more exposure of handling the situations for the better performance of the students. A competent leader ensures that the system to run on the ground of success. As we have step into the new era, let us look back to see how Pakistan has been educating its youths. Most of the young Pakistanis are reluctant to choose the profession of teaching obviously due to low wages. It is a neglected vocation that must receive more encouragement from society and parents especially. There is a need to make teaching profession the elite of all professions by giving teachers better status, salaries and facilities by the government and the private sector and acknowledgement should be given to the services of teachers at all level. Hoodbhy (2004) states that an international comparative test places sciences and mathematical skills of Pakistani students 5 years behind the Japanese students.

Purpose of the Study

The point of this study was to accumulate and utilize narrative information and perceptual information from the headmistress, teachers, administrators, students and parents keeping in mind the end goal to see the distinction in Role of pioneers' capability on accomplishment at essential level in Punjab in Community Model Schools and Govt. Girls Primary Schools in Punjab.

Following are questions of research

- a) What is the difference between the leaders' qualification in CMS and GGPS?
- b) What is the variance between the performance of students in CMS and GGPS?
- c) How do headmistress, teachers, administrators, parents and students perceive the role of leaders' qualification of on performance at primary level in Punjab in CMS and GGPS?

Methodology of study

The study was a blended subjective and quantitative point by point plan. The data were collected through document analysis and a questionnaire was administered to the school headmistresses, teachers, administrators, parents and students in CMS and GGPS. A sample of 350, 700, 350, 3500 and 3500 by the Headmistresses, the teachers, administrators, parents and students, respectively, taken from 300 schools in 35 districts of Punjab. The same number of schools (175) and the number of instructors (two) were selected from CMS and GGPS. The simple indiscriminate technique was used to select the schools and the headmistresses, teachers, administrators, parents and students. The answer to the first, second and third research question was obtained from the documentary data and the responses of Head teachers', teachers', administrators', students' , parents' questionnaires from both type of schools.

Data Collection Procedures

Data was composed by administering a questionnaire. Surveys were managed by the scholar individually. The response ratio for the questionnaire was seen to be 100%.

Procedure of Data Analysis

All of the managed surveys that had been received from respondents were considered .The incomplete surveys were collected again and then were counted in for the analysis. It was primarily divided in two portions. The first part was covering the response of question no. 1 and 2. Different statistical techniques were used to illustrate the answer of the question number three.

Research Question1

What is the difference between the leaders' qualification in CMS and GGPS?

Table 1: Comparison of Academic Qualifications of Headmistresses of Community Model and Govt. Girls Primary Schools in Punjab

Certificate/Degree	Community Model Schools		Govt. Girls Primary Schools	
	Frequency	Percentage	Frequency	Percentage
Matric	-	-	85	48.6
F.A/F.Sc.	-	-	35	20.0
B.A/B.Sc.	67	38.3	36	20.3
M.A/M.Sc.	108	61.7	19	10.9
Total	175	100	175	100

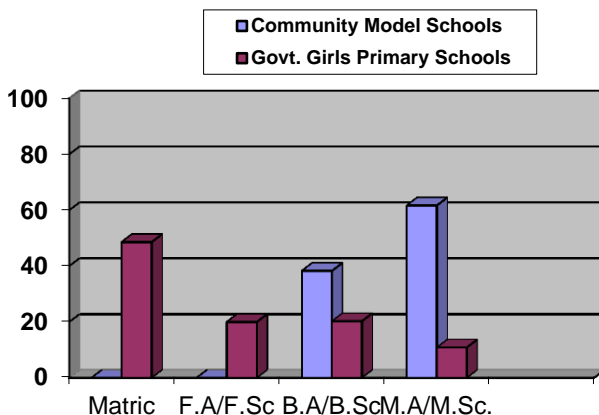


Figure 1. Comparison Of Academic Qualifications Of Headmistresses

Table No. 1 compares academic qualification of headmistresses working in Community Model Schools and Govt. Girls Primary Schools.

It reveals that 48.6% and 20.0% Govt. Girls Primary Schools headmistresses qualification was Matric and FA/F.Sc respectively. Whereas 38.3% and 61.7% headmistresses of Community Model Schools hold B.A/B.Sc (Bachelors) and M.A/M.Sc as compared to 20.6% and 10.9% headmistresses of Govt. Girls Primary Schools.

It can be observed that headmistresses of Community Model Schools have more qualified in contrast to Govt. Girls Primary Schools head headmistress qualification.

Table 2: Comparison of Professional qualifications of headmistress between Community Model School and Govt. Girls Primary School in Punjab.

Qualification	Community Model Schools		Govt. Girls Primary Schools	
	Frequency	Percentage	Frequency	Percentage
PTC		-	117	66.9
CT		-	15	8.6
B.Ed	0	66.3	40	22.9
M.Ed		33.7	2	1.1
Total	175		175	

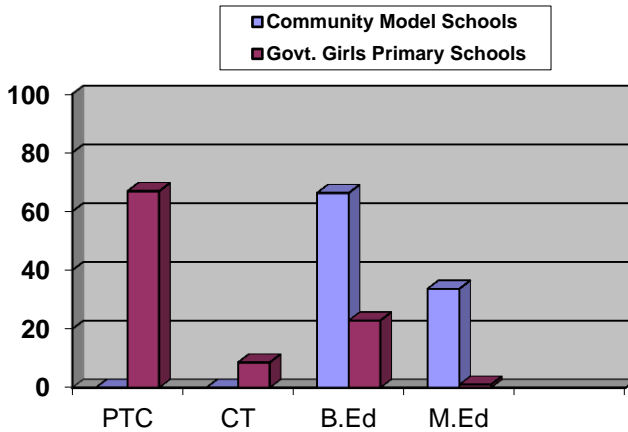


Figure 1.1: Comparison of Professional Qualifications Of Headmistress

Table No 2 specifies that 66.9% and 8.6% Govt. Girls Primary Schools headmistresses hold PTC and C.T. qualification respectively; in Community Model Schools no headmistress has qualification of PTC or C.T. Whereas 66.3% and 33.7% of Community Model School had B.Ed and M.Ed professional qualification respectively as compared to 22.9% and 1.1% of headmistresses of Govt. Girls Primary Schools.

Above table showed that Community Model School headmistresses have better professional qualifications.

Research Question 2

What is the variance between student performance of CMS primary schools and GGPS?

Evaluation of Results of Class 5th Students (2001-2005)

To relate the performance of students, the school results were used. The data collected has been presented in the following table:

Table 3 Comparison of Community Model Schools and Govt. Girls Primary Schools

Result Range	CMS		GGPS	
	N	%	N	%
60-70	2	1.14	22	13
71-80	8	4.57	25	14
81-90	45	25.71	38	22
91-100	120	68.51	90	51
Total	175	100	175	100

Table 3 shows that 13% GGPS have 60 -70 percentage result where as 1.4 percentage CMS were having the similar result. The other important thing to be noted is 14 percent GGPS have 71-8- percentage results as their counterpart CMS 4-7 percent have similar result. CMS have 81-90% passing percentage while only 22% GGPS have it. 91-100 % result were seen in 68.5% CMS while only 51% GGPS have it.

Research Question 3

How do headmistress, teachers, administrators, parents and students perceive the role of leaders' qualification of on performance at primary level in Punjab in CMS and GGPS?

Table 4: Assessment of performance of CMS and GGPS as perceived by headmistresses ,teacher, administrators, parents and students

Respondent	n	Mean ± S.D		t-test (p-value)
		CMS	GGPS	
Headmistress	350	78.373±12.646	74.786±14.419	2.474 (0.140)
Teachers	700	83.115±13.448	75.819±15.760	6.589 (0.000)
Administrators	350	3.057±0.232	2.257±0.806	18.200 (0.000)
Parents	3500	85.207±13.062	79.386±16.734	11.472 (0.000)
Students	3500	87.948±14.147	78.771±21.323	15.001 (0.000)

Data depicted in Table 4 show that average mean score of all the stake holders of Community Model Schools is higher than Govt. Girls Primary Schools.

Discussion and Conclusion

Qualification of an effective leader and qualification impact on his leadership quality is inter-related. The impact of such leadership on school performance is significant. This article aims to compare the qualifications of leaders on the performance of the students in CMS and GPS. School administration was measured by gaining the views of schools heads, teachers, students, parents and district/ tehsil administrators. The main finding of this study was that CMS

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primary schools had better performance of pupils as compared to Govt. Girls Primary School in Punjab. This finding seems to be in favor of Community Model Schools due to better qualification of the headmistresses such as S.S.T, M.A, B.A and B.Ed. However, in Govt. Girls Primary School the staff and administration were not that qualified. Most of them were Matric P.T.C teachers who were inefficient to produce better results. This finding also seems in consonant with the study of Reynolds *et. al.* (2002) who investigated that leadership had strong effect on academics rather than on anything else. Present result is also supported by Sheik and Zainab (2006) who studied positive relation between the school performance and the role of instructional leaders. The better administration and leadership style supports the classroom management, excellent school environment which facilitates the students for academic tasks. The role of leaders has direct effect on students' achievement. The schools were held responsible for their performance which was directly related to success and failure ratio. Kanstoroom and Finn (1999) stated that highly qualified and highly effective teachers are very important part of a classroom.

The performance of teachers working in both types of schools was compared and it was found that performance of community model school is good as matched with the Govt. Girls' Schools having higher credentials. As Thomas *et. al.* (2006) investigated that a highly qualified teacher in every classroom was crucial for student's academic achievement. William Sanders (2005) showed in his research that the influence of the teachers in nurturing students' growth in relation with academic accomplishment is significant. There was a positive relation between teacher behaviors and student performance.

The variable of the study was educational performance of learners. It was marked to compare the academic performance of students in Community Model Schools and Govt. Girls Primary Schools in Punjab, Pakistan. It is concluded that the students' performance is dependent upon the qualification of the leaders.

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