



RESEARCH PAPER

**Predicting School Performance through Organizational Management
Quality of Head Teachers**

Dr. Muhammad Akram*¹ Dr. Muhammad Irfan Malik² Dr. Shamim Ullah³

1. Associate Professor, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan
2. Lecturer in Education, The Islamia University of Bahawalpur, (Bahawalnagar Campus), Punjab, Pakistan
3. Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan

***Corresponding Author**

akram.ier@pu.edu.pk

ABSTRACT

The study mainly focused to predicting organizational management quality of head teachers, measured through teachers' ratings, through school performance. Organizational management is a process that measures how quality practices (using data to make decisions, coordinating safety, daily operation and maintenance of the facility, organizing and managing technology resources, seeking and allocating fiscal resources, communication and community relations) were implemented by head teachers effectively. School performance is defined as the attainment of all short-term or long-term educational targets achieved by the teachers, students, and their schools. In district Sahiwal, 820 Secondary School Teachers evaluated organizational management quality of their head teachers on questionnaire for school performance, score of student achievement were obtained from their schools, while Monitoring and Evaluation Assistants' monthly visit reports were used to collect the data on factors such as teacher presence, cleanliness of schools, student presence and functioning of facilities. The study revealed that head teachers used organizational management practices effectively and high level of schools' performance was also found. The study further explored the moderate relationship between both variables ($r=.57$), and 34 % of variance in school performance was explained through organizational management quality. The study recommended that organizational management skills of head teachers might be used to predict school performance.

KEYWORDS

Communication and Community Relations, Coordinating Safety, Daily Operation Organizational Management, Organizing and Managing Technology Resources, School Performance

Introduction

Head teachers perform multiple organizational management roles to maximize school performance (McCullough et al., 2016). Head teacher is required to ensure all the workforce is well managed and organized to provide the supportive environment for learning (Grissom & Loeb, 2011), to develop the capability of their workforce for utilizing the resources efficiently through the teamwork to accomplish the objectives of organization (Stronge et al., 2008), to involve all stakeholders to guide them for curriculum implementation and create professionals (Khan et al., 2009; Ndinza, 2015), to establish clear structure, rules and procedures for school progression (Marzano et al., 2005), to develop master schedule to run the affairs of school smoothly, and to allocate

time equally for each requirement (Ali et al., 2019). Head teachers ensure using data to inform decisions for the school improvement (Munir et al., 2020), maintain school fund records and ensure to use it appropriately through budgeting (Leithwood & Riehl, 2003), use technology resources to reduce the burden of teachers, save data on student progress to reward the learners and discuss with parents (Buck, 2007), and effective communication and community relations to achieve the targets of organization (Malik & Akram, 2020). Head teachers are, therefore, held answerable for their organizational management roles in schools to maximize school outcomes.

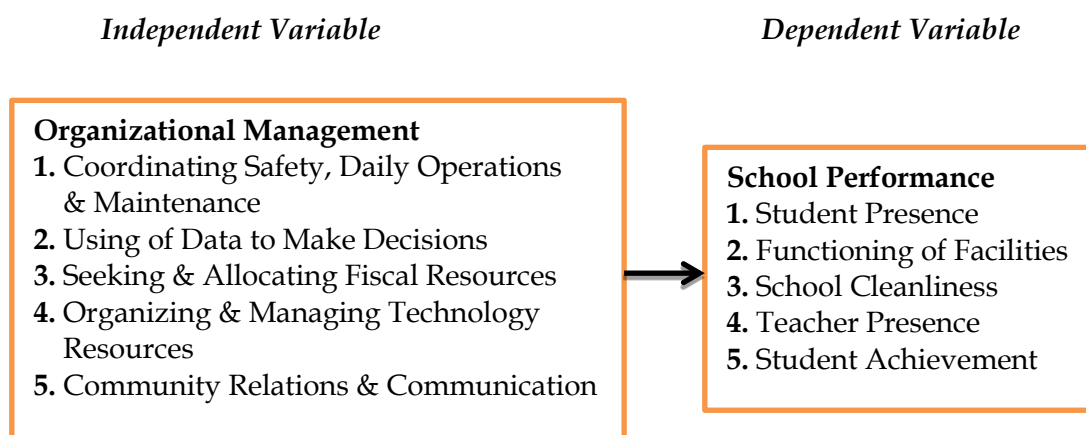
Through using the quality practices to run and manage the organization effectively, multiple studies have been conducted on organizational management in different context (Fauzi & Rokhmat, 2018; Grissom & Loeb, 2011; Jacobson, 2011; Memisoglu, 2015; Mukherjee, 2013; Muraina, 2014; Olaleye, 2013; Paturusi, 2017) that predicted student outcomes and school performance. In Pakistan, various studies also revealed that organizational management quality of head teachers might be evaluated through using the quality practices or skills (Akram & Malik, 2021; Ali et al., 2019; Khan et al., 2009; Malik & Akram, 2020; Munir et al., 2020) that also predicted the student achievement and school outcomes. To evaluate the organizational management, various models are being used globally based on quality practices or skills such as Akram and Malik (2021) model, Ndinza (2015) model, Tahira and Haider (2020) model, and Wilson et al. (2004) model that predicted the school performance and student learning (Akram & Malik, 2021; Ndinza, 2015; Tahira & Haider, 2020; Wilson et al., 2004). In overall, different studies on organizational management were conducted globally or in Pakistan to evaluate head teachers through using the quality practices. Similarly, multiple models on organizational management employed in various studies also emphasized to use the quality practices or skills while evaluating the head teachers.

The major emphasis in education is to improve organizational management skills that are mainly contributed in the student learning and school success. It is required from head teachers to run and manage the organization effectively through using globally accepted practices to maximize the school performance. Previous, Akram and Malik (2021) provided a model based on quality practices of organizational management (using data to make decisions, coordinating safety, daily operation and maintenance of the facility, organizing and managing technology resources, seeking and allocating fiscal resources, communication and community relations) to evaluate head teachers. Further, Malik and Akram (2020) also explored that school performance can be predicted through organizational management. Both of studies mainly contributed to the area of head teachers' effectiveness in Pakistan which might have not been conducted before by taking the quality indicators involving organizational management. In Pakistan, it was required to conduct the study to evaluate the organizational management quality of head teachers through using these quality practices which might predict school performance to fulfill the existing gap in the literature that might lead to better comprehension of head teacher.

Conceptual Framework of the Study

The conceptual model gives a written and visual result of the unified ideas of head teachers' quality of organizational management that might mainly contribute to school performance (Malik & Akram, 2020; Muraina, 2014). Five quality practices based on Akram and Malik (2021) model (using data to make decisions, coordinating safety, daily operation and maintenance of the facility, organizing and managing technology resources, seeking and allocating fiscal resources, communication and community relations) were used to evaluate head teachers' quality of organizational management.

On the other hand, teacher presence, student achievement, cleanliness of schools, functioning of facilities, and presence of students were the factors used to measure school performance. Based on the given framework, it was supposed that organizational management would predict and correlate with school performance.



Literature Review

Quality Practices and Organizational Management

School principal is the accountable person of the organizational management who ensures that all their employees is well managed and organized to provide effective and supportive learning environment, and to develop the capability of their workforce for utilizing the resources efficiently through the teamwork to accomplish the objectives of organization (Grissom & Loeb, 2011; Stronge et al., 2008). Leaders of the school supervise and regulate the organizational structure involving how assignments are assigned and performed, effective utilization of different resources, and deployment of space and time (Leithwood & Riehl, 2003). To achieve the objectives, structure is most essential and leader has to lead the structural changes to develop supportive culture for the instructional process, and also modify the behaviors of their staff members and students towards the organization (Muraina, 2014). Effective head teachers use and manage the available resources effectively, assist their teachers for the curriculum execution, and develop the professionals (Khan et al., 2009; Ndinza, 2015).

Organizational management is required to improve the quality education, provide direction to the staff and improve the motivation, use of resources effectively (Sisungu, 2002), organize the workforce, and lead the students towards the required goals (Paturusi, 2017). Head teacher is considered accountable for both instructional and non-instructional school operations, and has to perform instructional leadership duties along with effective organizational management. Safe and orderly environment is required for effective management that might affect the quality of instruction (Cotton, 2003). There are some main quality practices of organizational management based on Akram and Malik (2021) model, and leaders might implement them in their institutions: *using data to make decisions, coordinating safety, daily operation and maintenance of the facility, organizing and managing technology resources, seeking and allocating fiscal resources, community relations and communication* for the school progression and student learning.

Coordinating Safety, Daily Operations and Maintenance of the Facility

Head teachers establish, provide, and reinforce clear structure, rules and procedures for school improvement (Ali et al., 2019; Marzano et al., 2005). Purposeful

actions by administrator and involvement of all stakeholders provide assistance to maintain safe and effective learning environment (Cotton, 2003; Watson, 2019). Head teacher is accountable for daily operations and essential to recognize the importance of the conditions of school in which staff and students have to do their work, and ensure the positive learning environment. Orderly routine is most required to sustain and maintain the supportive environment for learning (Lashway, 2003; Mukherjee, 2013). The master schedule is essential to run the affairs of school smoothly and allocate time equally for each requirement. Master schedule influences the instructional process, maximize the instructional time, reduce the discipline related issues of the school, and improve student outcomes (Danielson, 2002; Friend, 2008).

Using Data to Make Decisions

Head teacher is required to collect, analyze, and monitor the school data by involving the staff. Data of students' progress can be gathered through summative and formative assessment, and used to make analysis towards the instructional standards that may enhance the quality of the school (Shellard, 2005). Through involving the entire workforce in decision making and creating professional learning community, head teachers develop the different strategies to recognize the learning requirements after reviewing the different forms of data, make conversation about the learner achievement, and reduce all excuses of failure by tacking actions (Revees, 2006). School improvement plans must be developed through collaboration, monitored continuously, flexible in design, and allowed modifications to changing situations (Kelly & Lezotte, 2003). Student achievement and demographic data must be included in school planning and reviewed both at school level and grade level (Zavadsky, 2006). School leaders do not make comparison of summative testing only, but use multiple forms of data to compare the student performance over time (Reeves, 2004). Effective practices of monitoring and evaluation of the school results affect the student achievement positively (Marzano et al., 2005).

Seeking and Allocating Fiscal Resources

To the development of school budget, head teachers take decisions through making of conversation with staff members for the effective use of resources to enhance the learning of their students (King, 2002). Review of previous school budgets, develop the budget for the next year, plan and prioritize expenses, communicate distribution procedures and timing to the staff, monitor and adjust, re-evaluate the budget, and develop partnerships are some effective actions to deal with fiscal resources (Stronge et al., 2008). Further, it is also essential to understand the school budgeting and decision-making process by all stakeholders including the staffs (Danielson, 2002). School budgeting is very time consuming activity, but essential to maintain the school fund records and ensure to use it appropriately. School financial responsibility can be assisted through the use of technology and involvement of staff to save the time (Buck, 2007). Head teacher provides support to school community through monitoring all financial and other resources. Through involving the staff, head teacher are in better position to design school structures and allocate resources to achieve targets (Leithwood & Riehl, 2003).

Organizing and Managing Technology Resources

Head teachers recognize the importance of using technology resources to support student learning and staff development. Head teachers acquire and monitor the use of technology resources that is direly needed of present time and affect the student achievement positively (Culver, 2017; Wenglinsky, 2005). Technology provides assistance to reduce paperwork and gives teachers more time to teach their learners that might enhance the student learning. Head teachers ensure the use of technology to reduce the burden of teachers, save data of student success through computer to reward students and discuss with the parents. Technology assists the head teachers to communicate their messages to all school community (Buck, 2007). Wenglinsky (2005) found that teachers were not fully trained in using the technology resources and also not used to improve higher order thinking skills of their learners.

The use of technology resources improves the student achievement, mutual interaction of teacher and student, cooperative learning, and problem solving ability. Through using of computers, learner produces better results such as lower absentee, improvement in behaviors and achievement, and dropout rates (Stratham & Torell, 1996). Stronge et al. (2008) provided some important principles for effective use of technology resources such as teachers' training, knowledge of and attitude towards technology resources, coordination with curriculum design, instructional methodology and learner's need, flexible technology design, provide appropriate feedback timely, create different opportunities to engage the learners, and ongoing formative evaluation for continued improvement in the use of technology resources. Although the traditional instructional planning has also great importance in teaching but it is also evident that use of technology in effective way may give confidence teachers to move towards modern teaching models (Protheroe, 2005).

Communication and Community Relations

Communication which is a two way process of exchanging of information invites feedback from the workforce of the school (Bolman & Deal, 2002; Keyton, 2011). To develop interpersonal relations and structural process of organization, leaders are emphasized to improve and recognize the importance of communication skills (Arlestig, 2008) which further provide assistance to finalize and attainment of the objectives though encouraging their team (Wahed & El-Sayed, 2012). Through two way communication that mainly contributes in quality of teaching and learning, teachers enlighten the problems and issues related the profession and leaders provide awareness about polices and success of the organization (Waswa, 2017). By making effective communication, head teachers are in better position to lead their teacher effectively, perform their role efficiently, communicate the vision of school, and encourage multiple ideas through involving the stakeholders that lead to effective decision making (Leithwood & Riehl, 2003). Community relations and school development are highly interlinking aspects, and leaders involve community in decision making for productive relationships to improve the school results (Leithwood & Riehl, 2005; Watson, 2019).

School Performance

School performance is stated as obtained all short or long term educational goals by schools, students and teachers through within time (Habib, 2010). After reviewing of some quality models such as Louisiana (2016) Model and School Manual (2004) Model, the study employed factors: school cleanliness, functioning of facilities, student achievement, student presence and teacher presence to measure the school performance.

School cleanliness is most required for supportive environment and school performance, involves cleanliness of all premises such as classroom, playgrounds, corridors, toilets and lawns (Kausar et al., 2017). *Student achievement* is defined as obtained the objectives that can be measured through standardized test (Nyagosia, 2011). *Teacher presence* in classroom is most required for student outcomes (Garrison, 2007). *Functioning of facilities* involves provision of facilities and their functionality that improve the student outcomes (Uko, 2015). *Student presence* in classroom is also most essential factor for their quality learning (Hufford, 2014).

Linking Organizational Management and School performance

The multiple of studies revealed that effective management of organization is most required for the learning of the students and school performance. Khan et al. (2009) emphasized on head teachers to use multiple skills of organizational management such as discipline, supervision, development of budget, healthy environment, maintainability of school record, effective planning for school development, and use of resources for better governance of schools. In another study, Jacobson (2011) also explored that better governance is most essential for student outcomes and suggested to use quality practices for school improvement.

Grissom and Loeb (2011) revealed that quality practices of organizational management predicted the student outcomes and school success significantly. The study provided evidence that school performance could be determined through the use of quality practices of organizational management. Similarly, some important skills of organizational management such as communication, supervision and administration were given by Mukherjee (2013) that predicted the school success. Both of the studies explored the substantial role of organizational management expertise of head teachers to run the organization effectively that might assist head teachers to enhance their effectiveness and student learning of their institutions.

Olaleye (2013) explored that effective skills to run the institutions effectively is the predictor of the school performance and recommended to manage the institutions effectively by head teachers through improving their skills to provide the better governance and improve the instruction and student outcomes. Muraina (2014) investigated the relationship between head teachers' skills of organizational management and their school effectiveness. The study provided some essential quality skills to manage the organization: decision making, discipline, communication, organizing, and supervision that were correlated with school effectiveness. Both of these studies highlighted the importance to use of quality practices for organizational management that might improve school performance.

Memisoglu (2015) investigated head teachers' organizational management skills through teachers' perceptions and some main skills were identified such as operational quality, communication, taking initiative and responsibility, and analyzing the existing problems and decision making to evaluate the head teachers' skills of organizational management. The study provided validated tool through involving quality practices that might be employed to evaluate head teachers' skills of organizational management to improve the school effectiveness. Similarly, Ndinza (2015) revealed that quality practices to manage the organization such as motivation, supervision, and communication predicted the student outcomes. The study further also revealed that head teachers employed better management skill in high performing institutions as compared to low performing institutions. The provided studies mainly explored the

substantial role of head teachers for the organizational management through employing the quality practices.

Paturusi (2017) explored some main head teachers' skills of organizational management: development of organizational structure, planning about organization, determining quality work standards and carry out managerial activities that were mainly contributed to school effectiveness and student outcomes. In another study, some main practices of management such as motivation, organizing, planning and evaluation were provided by Fauzi and Rokhmat (2018) that mainly contributed in the student achievement and teacher effectiveness. Similarly, Sebastian et al. (2018) also confirmed that student outcomes could be predicted through organizational management skills of head teachers' and essential for the school progression.

Ali et al. (2019) mainly used twenty-five quality practices of organizational management in Pakistan to compare the effectiveness of head teachers which were directly selected and promoted. The study explored some main quality practices such as provision of resources, makes decision through using data, master schedule, and monitored student progress. The study revealed that directly selected head teachers were better on these effective practices rather than promoted head teachers. The study provided evidence that quality practices are the best measure to evaluate the head teachers' quality of organizational management that mainly contributed in the school outcomes. Munir et al. (2020) explored the head teachers' managerial skills such as effective communication, supervision, conceptual skills, motivation, leadership, and time management skills that correlated and predicted the student outcomes. Both of studies laid emphasis on the use of effective practices to improve the organizational management that mainly contributed in the school success.

Malik and Akram (2020) explored the effect of head teachers' effectiveness measured through quality indicators involving the organizational management on school performance and revealed that school performance was correlated and predicted through organizational management skills of head teachers. Further, Akram and Malik (2021) also gave the model based on the quality practices to evaluate the organizational management of head teachers. Both of the studies mainly contributed to the area of head teachers' effectiveness through using the globally accepted standards involving organizational management.

Furthermore, the multiple studies also mainly focused on the substantial role of community relations and communication skills of head teachers for organizational management that leads to the school progression. Odhiambo (2005) revealed that head teachers who communicated their workforce effectively produced better results of their school. The study provided some main technique of communication such consultations, written memos, staff meetings and their reports that might improve the school outcomes. Arlestig (2008) explored that effective head teachers made communication with their staff about the problems related to teaching and given feedback to teachers for their development for school progression through making observation of class that mainly contributed in school effectiveness. Wahed and El-Sayed (2012) provided some practices of communication such as sharing vision with the staff, developing school culture, supportive leaning environment through assisting the instruction and making professional development of teachers that predicted the student outcomes and mainly contributed in the school effectiveness.

Abraham (2012) revealed that important performance indicator of head teacher is the relationship with community that might contribute to head teachers' effectiveness

and student learning. Waswa (2017) revealed that student achievement could be explained through head teachers' skills of community relationships. Watson (2019) explored some quality practices of head teachers to make effective community relations such as high expectations and involvement of parents, communication, and develop supportive school climate that contributed to better governance of the school. In overall, the multiple of studies confirmed that due to the substantial role of head teachers in organizational management, it is essential to implement all quality practices in schools that lead to the better student learning and school improvement.

Material and Methods

Data were collected by using survey method for this correlational study. From district Sahiwal, all Secondary School Teachers (SSTs) from public high schools were the population and 820 SSTs were selected randomly through multistage sampling technique. In overall, sample of the study involved 451 (55%) male and 369 (45%) female teachers.

Instrumentation

The study involved two tools for data collection. First, Head Teacher Effectiveness Questionnaire (HTEQ) developed by Akram and Malik (2021) was adopted to evaluate organizational management quality of head teachers that contained 23 items and grouped into five domains such as coordinating safety, daily operation and maintenance of facility (1), using data to make decisions (2), seeking and allocating fiscal resources (3), organizing and managing technology resources (4), and communication and community relations (5). The scales of the instrument were as: ineffective (1), less effective (2), moderately effective (3), effective (4), and highly effective (5), ranged from the lowest to the highest level of effectiveness of organizational management. The overall reliability of the tool was 0.81. Secondly, five factors: functioning of facilities, student presence, presence of teachers, school cleanliness and student achievement were selected through mainly considering School Manual (2004) of Punjab Education Department to measure the school performance.

Data Collection

Data to measure head teacher effectiveness were obtained from 820 SSTs through visiting the sampled school by using HTEQ. Data of school performance on factors: presence of teachers, student presence, cleanliness of schools, and functioning of facilities were obtained through using MEAs visit reports and on the hand, student achievement scores was obtained through grade 10th annual result of BISE Sahiwal for 2017-2018 session. After that, data were summed up for performance of schools which was in percent form and mean score was used.

Data Analysis

Through employing the quantitative approach, the data were entered and analyzed by using SPSS version 20. Analysis of data is given in the following.

Results and Discussion

Table1
Organizational Management – Reliability Analysis

Scales	No. of Items	Cronbach Alpha
Safety, Daily Operations & Maintenance	06	.82

Using Data to Make Decisions	03	.74
Seeking & Allocating Fiscal Resources	05	.80
Managing Technology Resources	03	.81
Communication & Community Relations	06	.83
Overall Organizational Management	23	.86

Initially, the reliabilities of the organizational management scale were calculated factor-wise and then overall through employing the Cronbach Alpha. According to the data, reliabilities for the scales ranged from .74 to .83 with overall reliability as .86 which showed high reliability of the questionnaire.

Table 2
Organizational Management----Descriptive Statistics (N=820)

Scales	N	Mean	SD
Safety, Daily Operations & Maintenance	820	3.87	0.741
Using Data to Make Decisions	820	3.72	0.846
Seeking & Allocating Fiscal Resources	820	3.98	0.766
Managing Technology Resources	820	3.77	0.983
Communication & Community Relations	820	3.75	0.796
Overall Organizational Management	820	3.82	0.662

Table 2 revealed that highest mean score was found for the factor of “seeking and allocating fiscal resources” (M=3.98, SD=0.766), while the lowest mean score was found for “using data to make decisions” (M=3.72, SD=0.846). In overall, Organizational management which were rated through teachers (M=3.82, SD=0.662) revealed more than average on all the factors of organizational management.

Table 3
School Performance – Descriptive Statistics (N=820)

Factors	N	Mean	SD	Min	Max
Presence of Teachers	820	93.08	2.517	84.6	100
Student presence	820	91.58	2.431	81.7	96.4
Functioning of Facilities	820	94.56	2.029	80.5	100
School Cleanliness	820	88.21	4.731	67.1	96.1
Student Achievement	820	75.40	12.51	49.7	100
Overall School Performance	820	89.57	3.126	77.4	95.2

Table 3 revealed that the lowest mean score of school performance construct was found for student achievement (M=75.40, SD=12.51), while the highest means core was found for functioning of facilities (M=94.56, SD=2.029). In Overall, school performance (M=89.57, SD=3.126) was at the excellent level.

Table 4
Relationship between Organizational Management & School Performance

Factors	School Performance				
	1	2	3	4	5
Safety, Daily Operations & Maintenance	.321*	.342*	.231*	.241*	.531*
Using Data to Make Decisions	.312*	.345*	.316*	.252*	.472*
Seeking & Allocating Fiscal Resources	.341*	.273*	.304*	.396*	.448*
Managing Technology Resources	.422*	.461*	.312*	.374*	.523*
Communication & Community Relations	.472*	.491*	.439*	.382*	.468*
Overall Organizational Management	Relationship= .574*				

* p=.05 level (2-tailed Sig.)

*5=Student Achievement, 4=School Cleanliness, 3=Functioning of Facilities, 2=Student Presence, 1=Teacher Presence

Table 4 revealed the significant and positive relationships between all factors of organizational management and all factors of school performance. Finally, the study in hand revealed the positive and significant relationship between the overall organizational management quality of head teachers and school performance ($r=.57$).

Table 5

Regression Analysis: Organizational Management and School Performance					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	130.311	5	26.062	2.84	.020*
Residual	7870.574	814	9.669		
Total	8000.885	819			

All five factors of organizational management combined significantly to predict the performance of schools ($R^2=.34$, $F(5, 814)=2.84$, $p=.02$). The value of R square confirmed that 34% variance in the school performance was predicted through head teachers' quality of organizational management.

The study focused to linking organizational management quality of head teacher and school performance through using teachers' rating. The study found that head teachers were implemented quality practices of organizational management in their institutions effectively and their schools' performance were also revealed at the excellent level. The study explored the moderate relationship between organizational management and school performance ($r=.57$) that were consistent with various studies (Ali et al., 2019; Grissom & Loeb, 2011; Khan et al., 2009; Malik & Akram, 2020; Munir et al., 2020; Muraina, 2014; Olaleye, 2013) indicated the essentiality of organizational management quality of head teachers for their school performance. The study further also revealed 34% variance in school performance explained through head teachers' quality of organizational management that were also in line with multiple study findings (Grissom & Loeb, 2011; Jacobson, 2011; Malik & Akram, 2020; Mukherjee, 2013; Munir et al., 2020; Ndinza, 2015; Paturusi, 2017; Sebastian et al., 2018) confirmed that head teachers' quality of organizational management is the most important factor which mainly contributed in the student outcomes and school effectiveness. In overall, the results of the study based on HTEQ confirmed the previous findings, models and theories that organizational management evaluated through quality practices were predicted and correlated with school performance.

Khan et al. (2009) explored some main quality practices of organizational management such as discipline, supervision, development of budget, healthy environment, maintainability of school record, effective planning for school development, and use of resources for better governance of schools. Mukherjee (2013) provided some main managerial skills of head teachers such as communication, supervision and administration that predicted the school performance. Muraina (2014) also revealed that quality practices of organizational management: decision making, discipline, communication, organizing, and supervision were correlated with their own effectiveness that might improve school outcomes. Memisoglu (2015) provided some main skills: operational quality, communication, taking initiative and responsibility, and analyzing the existing problems and decision making that might maximize the school performance.

Ndinza (2015) revealed that quality practices to manage the organization such as motivation, supervision, and communication predicted the student outcomes. Paturusi (2017) explored some main skills: development of organizational structure, planning about organization, determining quality work standards and carry out managerial activities that were contributed in the school effectiveness. Fauzi and Rokhmat (2018)

confirmed that practices of management: planning, organizing, motivation, and evaluation improve the quality of teachers. Ali et al. (2019) gave some main quality practices such as provision of resources, makes decision through using data, master schedule, and monitored student progress that contributed in the school improvement. Munir et al. (2020) also explored head teachers' managerial skills such as effective communication, supervision, conceptual skills, motivation, leadership, and time management skills that also predicted the student learning.

Malik and Akram (2020) explored that school performance can be predicted through the organizational management. Akram and Malik (2021) also provided the model based on quality practices to evaluate the organizational management of head teachers. Both of studies mainly contributed in the area of head teacher evaluation through using quality standards involving organizational management. In overall, the provided studies explored and confirmed the substantial role of head teachers for the organizational management through employing the globally accepted quality practices that mainly contributed in the school performance, similarly the study also revealed the importance of organizational management for the school progression.

Conclusion

The study mainly focused on linking head teachers' quality of organizational management and school performance through teachers' ratings. The study revealed that quality practices of organizational management were used effectively by the head teachers and their schools' performance were also found at the excellent level. The study explored the moderate relationship between both variables ($r=.57$), and 34 % variance in school performance could also explained through the organizational management. In overall, the study confirmed previous models, theories and findings that organizational management evaluated through the quality practices were predicted and correlated with school performance which highlighted the importance of organizational management role of head teachers for their school development.

Recommendations

The study explored that organizational management of head teachers are being evaluated through quality practices or skills in the world but do not give importance on the use of quality practices while evaluating them except PER which involves various issues of validity in Pakistan. Therefore, the study recommended that organizational management skills of head teachers might be evaluated through these quality practices which might be different lens to evaluate them in Pakistan. Further, the policy makers and authorities might also ensure the implementation of these quality practices of organizational management to run and manage the school effectively, improve the student learning, and maximize the school performance.

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