



## RESEARCH PAPER

### Administrative Problems of Heads of Secondary Schools affecting their Self-Efficacy

Sardar Fatima\*<sup>1</sup> Lubna Tanweer<sup>2</sup> Dr. Nighat Sana Kirmani<sup>3</sup>

1. M. Phil Scholar, Department of Advanced Studies in Education IER, Punjab University Lahore, Punjab, Pakistan
2. Lecturer, Department of Business Administration Faculty of Management & Information Sciences KASBIT Karachi, Sindh, Pakistan
3. Assistant Professor, Department of Science Education IER, Punjab University Lahore, Punjab, Pakistan

**\*Corresponding Author**

sardarfatima786@gmail.com

## ABSTRACT

The purpose of the study was to find out the Heads' problems they face while performing the administrative tasks and as a result, affecting their self-efficacy. These problems are related to finance and school management, problems related to the head's community relationship, problems related to the heads' super-ordinate relationship, problems related to interpersonal relationships, problems related to management and school funds, personal problems of heads and physical and material resources. The study aimed to investigate the head teachers' views on the reasons for the problems and ways in which the problems may be solved. The survey research method was used for this study. A questionnaire was comprised of 37 close-ended statements developed on 5 points Likert-type scale. The reliability of the instrument was found at 0.938. A convenient sampling technique was used to select the sample of 400 head teachers from two districts Lahore and Sargodha. Descriptive and inferential statistics were used to analyze data. Independent t-test, and, Pearson r correlation were computed to determine the affect and relationship of heads problem with self-efficacy. It is determined that there is strong negative affect of heads' problems on their self-efficacy. It was also concluded that there is a large negative relationship between Heads' administrative problems and self-efficacy. Where administrative problems increase, the self-efficacy of heads is affected.

## KEYWORDS

Administrative problem, Secondary Schools' Head, Self-efficacy

## Introduction

In a secondary school context, administrative problems can significantly affect how confident administrators or heads of schools feel in their abilities. Self-efficacy is the conviction that one can successfully complete tasks and reach objectives. When administrative problems arise, they can undermine a school head's confidence and effectiveness in performing their duties. This article explores some of the most common administrative problems faced by secondary school heads and their potential affect on self-efficacy. Secondary school heads play a critical role in the affective functioning of educational institutions. As administrators, they are responsible for overseeing the school's administrative operations, managing staff, and creating a conducive environment for students' academic and personal development (Funderburk, 2021). However, several administrative problems can hinder their ability to perform their duties efficiently. The administration of the school has a significant affect on its quality. According to Dinham (2005), management is the means through which the institution

can be administered. Sidhu (1996) cited the Encyclopedia of Educational Research in saying that the following best describes educational administration: the method of combining staff efforts with the utilization of suitable materials to successfully support the development of human attributes. In other terms, it's a strategy or program for regular and successful organization implementation, including in educational institutions. Research on the value of school principals to the effectiveness and development of schools has been conducted worldwide (Abeid, 2015). The success or failure of an institution is directly depends on heads' self-efficacy. Periodically, different countries and the educational system have enacted reforms and stressed the importance of management for the success and progress of schools. The vital role of the head teacher in achieving the school's objectives has continually been stressed by researchers and practitioners in the fields of global efficiency and school development (Nasreen & Odhiambo, 2018). Because they serve as administrators for their particular schools, head teachers are essential members of the educational system. These choices include deciding which courses students should take, which teachers should teach which classes and subjects, which educational materials to buy, and which educational infrastructure should be maintained (Nikezic & Nikezic 2021).

Self-efficacy is the belief in one's own ability. A person's belief system that he or she is capable of completing a particular activity is known as self-efficacy. Although this entails looking into someone's thoughts, there is no expectation of outcomes (Schunk, 2012). Self-efficacy is the conviction that one can achieve their objectives. Highly self-efficient head teachers can take on difficult assignments and are eager to do them with all of their might. A person's belief system that he or she is capable of completing a particular activity is known as self-efficacy. Though this entails reading someone else's thoughts, no outcomes are anticipated (Schunk, 2012). Self-efficacy is a belief system that encourages goal achievement through tenaciously overcoming setbacks and maintaining a positive outlook. Self-efficacy on the part of the director can make a big difference in your success and leadership. Administrators with low self-efficacy may be more inclined to use transaction management techniques. As a result, everyone in the school community experiences decreased motivation and success (Avolio & Bass, 2003). Promoting self-efficacy among school administrators is necessary to boost motivation and academic success. Head teachers who exhibit high levels of self-efficiency can handle challenging tasks and are motivated to do them to the best of their abilities.

### **Literature Review**

A person's belief system that he or she is capable of completing a particular activity is known as self-efficacy. Although this entails looking into someone's thoughts, there is no expectation of outcomes. The fact that carefully crafted schedules for finishing a series of connected tasks were frequently thrown out because some staff members consistently missed deadlines created administrative issues that were entirely within the school's control, which was a problem for heads who valued efficient organization (Usman, 2016). Numerous schools provided examples of issues brought on by a lack of planning. Khan (2000) outlines some of the significant issues that Pakistani secondary school principals are currently dealing with. The interaction between heads of secondary schools and the community and associated issues are among the main issues they encounter. Because of their independence, the school and community maintain a close relationship. The staff must be aware of the requirements and wants of the general public. The community should be informed about the school's activities, its needs, and the approach parents should take to their children's education. But rather than hindering educational activities, our community is largely unaware of its obligations (Suleman, 2015). Another issue is the head-subordinate relationship,

which is also a concern in our nation. The regional directorate and/or the education department both set the rules that the school must abide by. There must be adequate communication between the head teachers and the department to properly impart instruction and manage administration. The headmistress also needs the support and direction of the department. To establish a school and carry out its policies to fulfill its educational objectives, the department needs the service of the heads. The establishment of positive interpersonal relationships between superiors and subordinates is crucial for every company since these relationships make it easier to accomplish the intended goals (Farooq et al., 2017). The heads and teachers' relationships must be friendly to avoid interpersonal conflict and other associated issues. She serves as a link between the department, teachers, and students in too many key situations, and is continually told by professors that her decisions are arbitrary and that she is at a loss for what to do (Saeed et al., 2013). It can be difficult to lead a varied group of teachers and support personnel. The smooth operation of the school might be hampered by disputes among staff members, variations in teaching methods, and a lack of cooperation. Additionally, a lack of opportunities for professional development may prevent teachers from developing and becoming motivated, which could have an impact on how well students learn (Sultana & Bashir 2005). The management issues raised in the school visited can be grouped into the following five categories: Curriculum and instruction, student and staff personnel, staff members and their development, and evaluation. Physical facilities are a school's essential requirement for survival. The lack of physical infrastructure causes issues with school administration, and the majority of programs continue to be uninspired and ineffectual. Each physical facility makes a significant contribution to educational success (Boakye & Ampiah, 2017). The lack of physical facilities in our nation is seriously hampering the achievement of educational goals, and pupils are not learning as much as they could be (Zafar, 2003; Shahzadi & Perveen, 2002). She or he must also deal with administrative issues. There are two ways for a head teacher to get to her job. He or she can either be hired from outside the organization or promoted inside their current rank. Both paths present challenges (Ahmed et al., 2020). Before a person who has been promoted from a rank begins to exercise official supervision, the staff is aware of her or his strengths and weaknesses. She or he must prevent any alteration in the relationship. Her or his behavior will be the main issue. He or she needs to be considerably more selective with the words they chose (Siwolo, 2004). The head teacher must also deal with some personal problems, such as a lack of funding, issues with residency, political pressure, a lack of training, access to medical services, etc. (Ndana, 2010). Another key component of a school head's work is to maintain discipline among the student body. Keeping a safe and secure learning environment alive while addressing disciplinary concerns, disruptive conduct, and other issues is a constant challenge (Rehman & Khan, 2011). Lydiah and Nasongo (2009) explored the community problems and physical resources-related problems of the heads. Hence the second objective of the study was achieved. Wachira (1996) observed that head teachers found financial management to be the most difficult task area in school administration and management.

Self-efficacy is correlated with how consistently a student completes a given task, suggesting that it is wiser to learn while actively engaging in challenging tasks. High self-sufficiency administrators are confident in their capacity to inspire positive change and inspire others to participate more actively in the decision-making process inside the school (Schunk 2012). Administrators with low self-efficacy may be more inclined to use transaction management techniques. "Believing in one's ability to carry out a movement and anticipate completing a certain task or achieving the ideal outcome is known as self-efficacy" (Bandura, 1997).

## **Importance of Self-Efficacy to Administrators**

Administrative problems can have a big influence on head teachers, also known as principals or school leaders, in terms of their self-efficacy and overall effectiveness. The term "self-efficacy" refers to a person's belief in their ability to perform tasks and produce the desired outcomes. Head teachers' opinions of themselves and their capacity for effective administration may be impacted by a variety of administrative issues and challenges. Good emotions have been observed to influence the amount of time people spend on a necessary and the extent to which they persist in facing annoying circumstances (Bandura, 1997). Capability sentiments are similar to the mental models that guide decision-making. Self-efficacy influences people's goals, which in turn influences how well people execute. According to Bandura's (1977) research, those with high levels of self-efficacy set higher goals and, by the time they formed a workable plan, they were able to fulfill it with a greater number of abilities than those with low levels of self-efficacy. The effectiveness of head teachers' leadership and their capacity to handle the difficulties of school administration are significantly influenced by their sense of self-efficacy. Head teachers can enhance the educational outcomes and school climate by cultivating a strong sense of self-efficacy through positive experiences, support, and growth opportunities.

## **Material and Methods**

This study was descriptive in nature employing a quantitative research approach.

### **Population**

All of the Head teachers of Government Secondary Schools in the Lahore and Sargodha districts were the target population.

### **Sample**

The sample consisted of 400 Head teachers (both genders) were selected from the two districts; Lahore and Sargodha.

### **Instrumentation**

The questionnaire was created on a five points Likert scale by the researcher. The first part deals with demographic data, such as name and gender. The second section included 37 closed-ended questions about the administrative problems of the Heads and self-efficacy.

### **Reliability and Validity of the Instrument**

The instrument was piloted by the 50 Heads' of Public Schools and the reliability was ensured by using Cronbach Alpha and it was found 0.938. After that this instrument was also validated through experts' opinions.

### **Data Collection**

For data collection convenient sampling technique was used. All of the information gathered was kept private and utilized only for study.

## Data Analysis

Means and standard deviation were used in the data analysis by descriptive and inferential statistics to show how a test's scores should be distributed. To determine the relationship and affect between administrative problems with the heads' self-efficacy Pearson product-moment correlation (Pearson  $r$ ) was employed. An independent t-test was performed for the demographic variables such as district and gender.

## Results and Discussion

The summary of data is presented and discussed in the following section

**Table 1**  
**Descriptive Scores of Head's Problems**

Problems	M	SD
Administrative problems	3.75	.629
Community problems	3.38	.696
Super Ordinate problems	3.59	.795
Interpersonal Relationship problems	3.83	.644
Management and funds problems	3.60	.590
Personal Problems	3.26	.679

The six types of administrative problems of heads' were explored in this study. The finding of the study tells us that these problems really exist. Four types of problems were gone into agreeing and strongly agreeing to portion with a mean more than 3.5 and the other two types of problems with a mean less than 3.5.

**Table 2**  
**Correlation Coefficient between Heads' Administrative Problems Scores and Self-efficacy**

Variables	N	r	Sig
administrative Problems	400	-.715	.001
Community Problems	400	-.415	.001
Super Ordinate Problem	400	-.376	.001
Interpersonal Relationship Problems	400	-.390	.001
Physical Recourses	400	-.376	.001
Personal Problems	400	-.280	.001

The study investigated the affect and relationship between heads' self-efficacy and various administrative problems using Pearson correlation. Among the six types of administrative problems studied, one problem type displayed a significantly large negative correlation with self-efficacy scores, while four types exhibited a significant negative medium correlation with self-efficacy. Specifically, a notable negative correlation of  $-.280$  was found between heads' personal problems and self-efficacy scores. This suggests that as administrative problem scores increase, self-efficacy decreases among the heads.

**Table 3**  
**Independent Sample T-test on Self-Efficacy for Gender Difference**

Gender	N	M	SD	T	df	Sig. (2-tailed)
Self-Efficacy	Male	151	3.90	-1.532	398	.126
	Female	249	3.99			

The analysis indicated that there was no statistically significant difference in self-efficacy between male and female heads ( $p > .05$ ). The table illustrates that equal variance was assumed, and there were no notable score differences observed for male and female heads ( $M = 3.90, SD = .636$ ) and female, ( $M = 3.99, SD = .568$ );  $t(-1.532), p = .12$  (two-tailed).

**Table 4**  
**Independent Sample T-test on Heads' Self-Efficacy for District Difference**

District	N	M	SD	T	df	Sig. (2-tailed)
Self-Efficacy	Lahore	250	3.99	.643	1.190	398
	Sargodha	150	3.52	.492		

There was no statistically significant difference found in the self-efficacy of heads between Lahore and Sargodha districts ( $p > .05$ ). The table indicates that equal variance was assumed, and there was no noteworthy distinction in scores for Lahore ( $M = 3.99, SD = .643$ ) and Sargodha, ( $M = 3.52, SD = .492$ );  $t(1.190), p = .23$  (two-tailed).

## Discussion

The study aimed to find out the administrative problems of the heads' affecting their self-efficacy at the secondary level in Lahore and Sargodha district. The administrative problems faced by heads exhibit a significant negative correlation with self-efficacy. These problems have been subdivided into categories, and all of these subcategories show a negative correlation with self-efficacy. The first research question was what are the administrative problems of Heads' at the secondary school level? Descriptive statistics were employed to assess the opinions of the heads. It appears that administrative problems, communication problems, interpersonal relationship problems, management concerns, and financial problems all received substantial agreeing and strongly agreeing within their respective categories. The second research question was 'What is the affect of community problems on Heads' self-efficacy at secondary school level'?

A Pearson product-moment correlation was conducted to investigate the affect and relationship between all the administrative problems of the heads and their self-efficacy. The study's findings reveal that one type of problem exhibited a significant, large negative correlation with self-efficacy scores, while four types of problems showed a significant, medium negative correlation with self-efficacy. Specifically, there was a significant negative small correlation of  $-.280$  between the heads' personal problems and their self-efficacy scores. As the administrative problems score increased, self-efficacy decreased. Lydiah and Nasongo (2009) investigated the problems related to community issues and physical resources faced by school heads, successfully accomplishing the study's second objective. Similarly, Wachira (1996) observed that head teachers commonly identified financial management as the most challenging aspect of school administration and management.

## Conclusion

The purpose of this study was to find the administrative problems of Heads' affecting their self-efficacy at the secondary level in District Lahore and District Sargodha. The first objective of this research was to explore the heads' administrative problems that were being faced by them to fulfill the requirements of monitoring of evaluation at the secondary school level. The results revealed the presence of various administrative problems, including those related to heads' community relationships,

super-ordinate relationships, interpersonal interactions, management issues, school funds, and personal problems faced by the heads. The second objective of this study was to find out the affect of administrative problems on Heads' self-efficacy at secondary school level. The findings shows that there was a significant negative large and medium correlation between self-efficacy and administrative problems of Heads'. Administrative problems increase as self-efficacy decreases. When administrative problems increase then it's directly affecting on self-efficacy of head teachers.

### **Recommendations**

- Proper training may be arranged for heads before assigning duty as a head.
- Heads may apply the democratic administrative style to solve problems on the spot.
- Administrative responsibilities may be shared with senior teachers and the school council committee

## References

- Abeid, M. M. (2015). *Issues and challenges experienced by newly appointed secondary school principals and the strategies used to cope in Mombasa country, Kenya* (Unpublished thesis of Masters of education). Kenyatta University, Kenya.
- Ahmed, G., Faizi, W. U. N., & Akbar, S. (2020). Challenges of novice teachers and strategies to cope at secondary level. *Global Regional Review*, 5(1), 403-416.
- Avolio, B. J., & Bass, B. M. (1995). *Multifactor leadership questionnaire leader form (5Xshort)*. Redwood City, CA: Mind Garden.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: H. W. Freeman and Company.
- Boakye, C., & Ampiah, J. G. (2017). Challenges and solutions: The experiences of newly qualified science teachers. *SAGE Open*, 7(2), 1-10.
- Dinham, S. (2005). Principal leadership for outstanding educational outcomes. *Journal of Educational Administration*, 43(4), 338-356.
- Farooq, M. S., Feroze, N., & Kai, Y. T. (2017). An analysis of the problems faced by female primary school teachers in district muzaffarabad. *International Journal of Research in Humanities and Social Studies*, 4(11), 30-39.
- Funderburk, K. (2021). *School leaders as organizational leaders: Transforming student outcomes through effective leadership* (Unpublished Doctoral dissertation). Northcentral University, Scottsdale, Arizona: USA.
- Khan, H (2000). *Problems faced by head teachers in Pakistan*. Islamabad: Ministry of Education
- Lydia, L. M., & Nasongo, J. W. (2009), Role of the head teacher in academic achievement in secondary schools in Vihiga District, Kenya. *Current Research Journal of Social Sciences*, 1(3), 84-92.
- Nasreen, A., & Odhiambo, G.(2018). The continuous professional development of school head teachers: Current practice in Pakistan. *Bulletin of Education and Research*, 40(1), 245-266.
- Ndana, J. M. (2010). *The administrative problems that public secondary school head teachers face: A case of Kitui District* (Unpublished M. Ed Thesis). Kenyatta University, Kenya.
- Nikezic, S., & Nikezic, S. (2021). Emotional intelligence of leaders: The paradigm of building success. *Int'l J. Econ. & L.*, 32(1), 1-11.
- Rehman, H., & Khan, N. (2011). The flaws in Pakistan's education system. *Abasyn Journal of Social Sciences*, 4(1), 70-83.



- Saeed, M., Ahmad, I., Salam, M., Badshah, R., & Ali, S. (2013). Critical analysis of problems of school teachers in Pakistan: Challenges and possible solutions. *Journal of Education and Practice*, 4(4), 169-175.
- Schunk, D. H. (2012). Social cognitive theory. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *APA Educational Psychology Handbook: Vol. 1. Theories, Constructs, and Critical Issues*, (pp. 101-123). Washington: American Psychological Association press.
- Shahzadi, R. (2002). *An evaluation of new educational structure*. (Unpublished thesis of Masters of Education). The University of Punjab, Pakistan.
- Sidhu, K. S (1996). *School Organization & Administration*. NewDehli India. Sterling Publishers Pvt. Ltd.
- Siwolo, I. A. (2004). *The financial challenges facing the management of primary schools by the head teachers after the introduction of fpe: A case of westlands division, Nairobi* (Unpublished M.Ed. Thesis). University of Nairobi, Kenya.
- Suleman, Q. (2015). Managerial challenges faced by fresh directly appointed secondary school heads in Kohat division, Pakistan. *Research on Humanities and Social Sciences*, 5(5), 91- 104.
- Sultana, N., & Bashir, M. (2005). *Educational management and supervision*. Islamabad: Allama Iqbal Open University Press.
- Usman, Y. D. (2016). Educational resources: an integral component for effective school administration in Nigeria. *Online Submission*, 6(13), 27-37
- Wachira, P.M. (1996). *Preparation of secondary school head teachers and implications on their administrative performance. A case study of Nairobi province*. University of Nairobi, Kenya.
- Zafar, M. (2003). *Fiscal Devolution in Education: A Case Study Reflecting Initial Responses*. Islamabad: Ministry of Education.